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ABSTRACT

This manual provides background information and guidelines for teachers who develop and implement cooperative education programs in Virginia. It includes both the Virginia guidelines for operation of cooperative education programs and training materials for cooperative education teacher-coordinators. The guide contains 15 sections that cover the following: (1) components of training programs and Virginia guidelines for cooperative education; (2) determining the need for cooperative education; (3) selecting the teacher-coordinator; (4) promoting cooperative education programs; (5) selecting students; (6) selecting training stations; (7) developing and using training agreements and training plans; (8) planning instruction; (9) placing students on the job; (10) preparing training sponsors; (11) providing comprehensive coordination; (12) planning employer and employee appreciation activities; (13) conducting student-employer follow-up; (14) conducting cooperative education advisory committees; and (15) 70 references. (KC)

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ED 381 632

Vocational Cooperative Education

Guide for Teacher-Coordinators

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VOCATIONAL COOPERATIVE EDUCATION

GUIDE FOR TEACHER-COORDINATORS

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The *Vocational Cooperative Education Guide for Teacher-Coordinators* has been prepared by the staff of the Commonwealth of Virginia Division of Adolescent Education to give direction to teacher-coordinators of cooperative education within the public secondary schools of Virginia. The individuals listed below are most noteworthy for their time, effort, and dedication toward the completion of this guide.

Virginia Department of Education

Vocational Cooperative Education Guide

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VOCATIONAL COOPERATIVE EDUCATION GUIDE FOR TEACHER-COORDINATORS

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INTRODUCTION

Virginia has built its strong program of vocational education on three major cornerstones:

Classroom instruction, the essential component for students to master the general and specific content and attitudes necessary for occupational success;

Student organizations, experiences which reinforce and strengthen classroom activities and prepare students for individual responsibility, teamwork, and leadership in their chosen occupations;

Employment experience, opportunities for students to apply and refine the knowledge, attitudes, and skills they acquire through classroom instruction and participation in student organizations.

The employment experience component builds on the benefits of the other two components by assisting students in the transition from the classroom to the actual world of work. Students gain additional knowledge, skills, and attitudes from on-the-job training not possible through formal educational processes alone.

A variety of supervised work experience programs are available through Virginia's vocational service areas offering occupational training: Agricultural Education, Business Education, Education For Employment/Work Experience Cooperative Education Program (EFE/WECEP), Health Occupations Education, Marketing Education, Trade and Industrial Education Industrial Cooperative Training (ICT), and Work and Family Studies (HECE).

Although Virginia students enjoy many types of employment experience programs (see chart on following page, which compares the various kinds of training programs), this manual focuses on cooperative education and includes both the Virginia guidelines for operation of cooperative education programs and training materials for cooperative education teacher-coordinators.

COMPONENTS OF TRAINING EDUCATION PROGRAMS

Characteristic	Cooperative Education	General Work Experience	Work-Study
Major objective	Occupational preparation	General education work experience	Drop-out prevention
Related classroom instruction	Yes	No	No
Student requirement for career objective in occupational field	Yes	No	No
Coordination provided by related class instructor	Yes	No	No
Program administered by teacher-coordinator certified in occupational field	Yes	No	No
Training plan and training agreement used	Yes	No	No
Program/instruction coordinated with student organization	Yes	No	No
Advisory committee used	Yes	No	No
Students paid for work	Yes	Yes	Yes (government subsidy)

NOTE: Youth Apprenticeship programs are being developed and will be included in this chart in the future.

Definition of Cooperative Education

Cooperative education is a method of instruction that combines vocational classroom instruction with paid employment directly related to the classroom instruction. Both student instruction and employment are planned and supervised by the school and the employer so that each contributes to the student's career objective and employability.

There are two types of cooperative education:

Type A--Students have no prior training in their occupational area.

Type B--Students have prior training in their occupational area.

Characteristics of Effective Cooperative Education Programs

An effective and successful cooperative education program exhibits the following characteristics.

1. Each school has written policies on cooperative education, detailing the following:

   - Teacher-coordinator qualifications and responsibilities
   - Requirements for recruitment/selection of students and training stations
   - Content of the training plan
   - Required length of training
   - Course credit
   - Student wages
   - Records, reports, and administration.

2. Cooperative education programs have a functioning advisory committee of representatives from the following groups:

   - Business/industry
   - Labor
   - School personnel
   - Parents
   - Students.

3. Teacher-coordinators are professionally competent, with demonstrated technical ability and actual business/industry occupational experience within the discipline for which they provide instruction.

4. Schools allocate sufficient and appropriate classroom space, personnel, equipment, and material for teaching the vocational skills.

5. Schools provide adequate time for teacher-coordinators to

   - obtain training stations.
   - supervise on-the-job training.
   - plan, organize, and execute all cooperative education activities.

6. Programs ensure the unified approach to instruction wherein the teacher-coordinator blends classroom learning, on-the-job experiences, and student organization activities. The combined instruction will provide opportunities for the student to obtain employment in a specific occupation and to advance in the occupation.

7. Each cooperative education student demonstrates a genuine interest in the occupational field and will understand the emphasis of the program is on learning, not on making money.

8. Training stations are carefully selected so that students are placed in locations that provide maximum opportunities for learning.

9. Cooperating businesses appoint a training sponsor to assist the teacher-coordinator in student training, supervision, and evaluation. Periodic conferences among student, teacher-coordinator, and training sponsor are scheduled.

10. Each student has an individual training plan prepared jointly by the teacher-coordinator, the training sponsor, and the student.

VIRGINIA GUIDELINES FOR COOPERATIVE EDUCATION

Virginia cooperative education guidelines have been designed by and apply to all vocational program areas offering Cooperative Education. Occasionally, individual program areas may have slightly varying requirements, and these differences are noted in the guidelines. In any case, where you have questions, please contact the specific program specialists at the Virginia Department of Education. For answers to questions concerning certification or specific endorsements, contact the Teacher Certification Specialist.

Endorsement	Teacher-coordinators must be endorsed to teach the course in which the cooperative method is used.
Professional Development	Teacher-coordinators should have continuing professional development in cooperative education and in their technical areas.
Extended Contracts	Teacher-coordinators should be assigned extended contracts to ensure effective program coordination and student follow-up. The Virginia *Vocational Education Regulations* define an extended contract as a period of time provided to instructors for employment beyond the regular contractual period. Program specialists recommend a **minimum** of 20 days in addition to the regular contract.
Supervision	Teacher-coordinators must teach the students they supervise to ensure coordination of classroom instruction and on-the-job activities.
Class Size	The Virginia *Vocational Education Regulations* state that in programs using the cooperative method where cooperative education is required (Marketing Education programs, ICT, HECE), class size shall not exceed 20 students. Where the cooperative method is optional, class size shall not exceed the number of individual work stations.
Coordination Time	Virginia *Vocational Education Regulations* state that there must be no more than 20 students for each class period assigned to the instructor for on-the-job coordination. Where more than one coordination period is granted, the periods should be scheduled consecutively to allow for travel time to and from job sites.

Coordination

Teacher-coordinators should strive for a minimum goal of one coordination visit to the training station per month and no fewer than one visit per grading period.

Supervised Work Experience Hours Required for Approved Programs

There are two types of cooperative education in Virginia, those that do not require prior training (Type A) and those that require prior training (Type B). Credit may be given for both classroom/laboratory instruction and on-the-job experience. Minimum supervised work experience (on-the-job) hours required are as follows:

Agriculture:	270 hours
Business:	270 hours
EFE/WECEP:	540 hours
Health (Clinical)	
Nurse Aide:	040 hours
Other Programs:	no required minimum
ICT (T&I):	540 hours
Marketing:	540 hours
Work and Family Studies	
Cooperative Education:	540 hours
Occupational:	270 hours

Summer Employment

Summer employment hours may be counted toward the number of hours required for the academic year provided a teacher-coordinator supervises the student's on-the-job training.

Grade/Age Requirements

Students must be at least 16 years old to seek employment unless a special work permit is secured.

For Business and Work and Family Studies, any student enrolled in a course that provides a cooperative education option is eligible for participation. Suggested grade levels are given in the sections of *A Guide to Vocational Program Planning* for these two program areas.

Training Agreement

A training agreement that identifies the responsibilities of the student, the employer, and the coordinator (school) is required by federal law for all cooperative education students and must bear the signatures of all major participants: employer, teacher-coordinator, parent or guardian, school administrator, and student. All signers should retain a copy of the agreement.

Training Plan

An individual training plan is also required by federal law for each student. The format and content of the training plan are determined by the individual program or school division. The plan should include development of both the technical skills required by the occupation and employability skills.

School Records

Each participating school must maintain the following records for each student:

- Training agreement
- Training plan
- Course competency record
- Hour/wage report
- Documentation of all out-of-school coordination activities, including dates of on-site visits.

School records should be retained for a minimum of three years or more if required by the locality.

Role of Guidance

Teacher-coordinators should work closely with guidance personnel in establishing selection criteria for cooperative programs. Students should be placed in programs with content matching their interest, aptitude, ability, and potential.

Federal and State Regulations

Cooperative education programs are subject to applicable federal and state labor regulations. Teacher-coordinators must keep abreast of such regulations to ensure compliance.

Virginia Department of Education Reports

The Virginia Department of Education requires for purposes of program accountability one comprehensive report that includes numbers of students, job classifications, and wage and hour information. This report is currently required annually in June.

Other reports may be requested periodically by individual program areas.

DETERMINING THE NEED FOR COOPERATIVE EDUCATION

Before cooperative education is established in a Virginia public high school, the need for and potential for success of the program must be documented through an application procedure that will be initiated through the Vocational Education Management System (VEMS) document. Two important factors for a successful program are student interest and community support. If these exist, a cooperative education program may be established. In order to ensure both student interest and community support, the cooperative education program must offer clear benefits to students, the school, the community and especially to employers in the community.

Cooperative education does confer benefits on all participants, and the description of the benefits on page 15 should be used to build support for the programs.

In order to determine the need and support for a cooperative education program, local school divisions should establish distinct procedures, such as the ones suggested below.

Procedures for Establishing a Cooperative Education Program

- Evaluate the present occupational education program.
- Interview prospective students to explain the cooperative program, to determine occupational interest, and to ascertain eligibility for the program and interest in participating.
- Provide an adequately equipped classroom or laboratory for related instruction. Provide the coordinator with office space for privacy in interviewing students, business people, and parents. Provide a telephone or an extension phone for making community contacts.
- Provide the coordinator with sufficient time during the day for program planning, for the development of instructional materials, for making community contacts, and for visiting students on the job. The coordinator is a part of the total school staff and shares in the management responsibilities with other teachers; however, assignments should not interfere with the released periods for coordination. The *Vocational*

Education Regulations provide for one coordination period for every 20 students assigned to the instructor for on-the-job coordination. The other factors to be considered are the number of students to be placed and visited, the distance between placements, and the distance between the school and the placement area. Coordination time is in addition to the planning period which all teachers are allotted in their school schedules. The number of classes taught plus the coordination time should not exceed the normal scheduled load of any teacher.

- Appoint a steering committee of teachers and/or appropriate school personnel to survey local businesses to determine the number of work-training stations in the community in which cooperative students might be placed. Ideally, the number of work stations should equal one and one-half times the number of students to be placed.

The initial meeting of the steering committee should provide members with an orientation to the proposed cooperative education program and include the following:

- information on the proposed occupational education program
- analysis of support from faculty and administration for the program
- a proposal for determining business participation, including potential for providing training stations and possible full-time employment for graduation, and methods for assessment
- a list of businesses to be included in the survey
- employment market information indicating current and projected opportunities.

Once the steering committee has gathered and assessed the data from students and appropriate businesses or industries, it should analyze and interpret the results and assist school officials in making the decision to establish a cooperative program.

Designing and Conducting Surveys

Surveys of local businesses and students to determine the interest and potential for cooperative education programs should be carefully designed to elicit information that is accurate and relevant. It is helpful to formulate some survey objectives before designing the survey instrument.

The survey of employers (see sample, page 19) should result in information that will allow cooperative education program planners to . . .

- determine the willingness of local business people to support the program.
- learn the names and number of potential training stations in the community.
- determine the types of businesses in the community and the various learning experiences they might provide students.
- reveal the employment needs of the community.
- acquaint the business people with cooperative education.
- determine the educational training required for employment.
- learn the types of organizational patterns and equipment used in the business or industry.
- discover whether job entrance tests are used and the kinds administered, if applicable.
- discover the approximate local starting salaries for the particular business or industry.

The most effective method of distributing and collecting surveys is to mail the form to the potential employer with a request for a personal interview to collect the completed questionnaire (see sample, page 17). This personal contact will encourage improved public relations and result in more accurate information. The value of personal contacts with employers cannot be overstated.

The school representative collecting the surveys from potential employers, in most cases the teacher-coordinator, should be prepared to . . .

- answer any questions about the survey.
- answer any questions about the occupational program in the school.
- follow appropriate procedures for collecting the survey if the employer is absent or busy at the time of the visit.
- ensure the questionnaire is complete, legible, and clear.

- provide an extra questionnaire to any employer who may have lost the mailed original.
- determine training needs of local businesses.
- identify business/education partnership opportunities in addition to cooperative education.

The survey of students (see sample, page 21) should reveal . . .

- interests and needs of the students.
- student willingness to participate in a cooperative education program.
- the number of potentially eligible student learners.
- career objectives of the students.
- educational qualifications of students for participation.
- extent of student familiarity with cooperative education programs.

If school officials and the steering committee decide there is a need for a cooperative education program, the appropriate teacher-coordinator must be selected.

BENEFITS OF COOPERATIVE EDUCATION

For the student:

- Students have the opportunity for learning useful employment skills on real jobs under actual working conditions.
- Interest in classroom work is stimulated by the application of academic and job-related learning to job situations.
- As wage earners, students develop understanding, appreciation, and respect for work and workers.
- The ability to get and hold a job helps young people develop a mature and realistic concept of self.
- The transition from school to employment is made easier.
- The ability of the student to develop a post-high school plan for employment and continuing education is enhanced.

For the school:

- A school that conducts cooperative on-the-job training is able to extend educational opportunities that are beyond its own physical and financial resources.
- Interaction with trained professionals outside the school is provided in the training of young people.
- Teachers, guidance counselors, and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.
- Cooperative on-the-job training is a living demonstration of the concept that education is indeed a community-wide partnership.

For the community:

- The number of young people making a successful transition from school to work is increased, thereby adding to the number of economically productive members of society.
- A continuing pattern of school-community partnerships is developed.
- Cooperative on-the-job training helps improve the community's pattern of job stability by giving local students job skills and civic competence.

For the employer/training sponsor:

- Employers are assisted in analyzing jobs and developing training outlines.
- The private sector is provided with opportunities to take an active part in the education and career preparation of students in the local community.
- Students are prepared to work in their own localities, under the supervision and following the methods of a specific local employer.
- Classroom instruction gives student-learners a more thorough understanding of job-related theory and knowledge.

SAMPLE INTRODUCTORY LETTER TO ACCOMPANY POTENTIAL TRAINING STATION INTEREST SURVEY

(Current Date)
(Name of Contact)
(Name of Potential Training Station)
(Address of Potential Training Station)

Dear (Name of Contact):

(Name of School) High School is studying the feasibility of establishing vocational programs using the cooperative education method of instruction. Students in cooperative education programs attend classes part of the school day and work part-time in local employer training stations. A teacher-coordinator correlates the in-school instruction with the student's on-the-job training.

Cooperative education programs require the support of the community. We are conducting a survey to ascertain approximately how many employers might support these programs by providing part-time employment for students enrolled in the cooperative education method of instruction. The survey will also provide information which will be used to improve classroom instruction so that we may better meet the needs of local employers.

A school representative will call for an appointment to collect the completed survey form and answer any questions you may have. The interview will be brief.

Your cooperation in completing this survey will be greatly appreciated by the school and the students who may be the future employees of the businesses in this community. Thank you for your assistance in helping to determine the need for these programs.

Sincerely yours,

(Principal or Superintendent)

xx

Enclosure

SAMPLE
COOPERATIVE EDUCATION
POTENTIAL TRAINING STATION SURVEY
(Name) HIGH SCHOOL

1. Name of employing organization:_____
2. Address:_____
3. Type of organization:_____Phone:_____
4. Name of owner or manager: _____
5. Person completing survey:_____Title: _____
6. Approximate number of full-time employees: Male:_____Female: _____
7. Approximate number of part-time employees:
   Adult _____ Male_____ Female_____
   Student_____ Male_____ Female_____
8. Educational requirements for full-time positions: _____
   _____
9. Job entrance tests administered, if any:_____
10. Please indicate below or attach to this form the positions, number of employees, and the skill requirements for job entrance you now have for each position:

Position	Number	Skill Requirements
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. Does employment in your organization increase during a particular time of the year?
    Yes_____ No_____ If yes, when? _____
    For which positions?_____
    _____
    _____

(continued)

POTENTIAL TRAINING STATION SURVEY (continued)

Cooperative education is the supervised on-the-job instruction phase of an occupational preparation program. Students attend classes part of the day and work in training stations during the other part of the day for related training. The teacher-coordinator correlates classroom instruction with on-the-job training.

12. Would you be willing to provide work experience opportunities for cooperative education students? Yes_____ No_____

    B. If yes, what types of part-time positions could you offer? _____

    _____

    Number of cooperative education students you would possibly employ:

    _____

    C. If no, please explain: _____

    _____

13. Please indicate below or attach to this form the types of work/learning experiences you can possibly provide cooperative education student-learners:

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

14. In your opinion, what are likely to be the best job opportunities in your occupational area in the next five years? _____

    _____

    _____

THANK YOU FOR YOUR RESPONSE

22

SAMPLE STUDENT INTEREST SURVEY

(Name) HIGH SCHOOL

Date_____

I. PERSONAL

Name: _____

Address: _____

_____

Date of birth:_____Telephone: _____

Grade level:_____Homeroom: _____

Father's name (or Guardian):_____

Father's occupation: _____

Mother's name (or Guardian): _____

Mother's occupation:_____

II. EDUCATION AND FUTURE PLANS

Plans after high school graduation: _____

Are you interested in preparing for a specific career?

Yes_____ No_____ Undecided_____

If yes, career choice: _____

Cooperative education offers programs in which a student attends classes part of the day and works in an employer training station part of the day for related training. Would you be interested in participating in a program?

Yes_____ No_____ Undecided_____

If yes, would you be able to provide your own transportation? _____

Would you like additional information about cooperative education programs?

Yes_____ No_____

List the vocational subjects you have completed: _____

_____

List the vocational subjects you are presently taking: _____

_____

List additional vocational subjects you plan to take:_____

_____

List additional vocational subjects you would like to see offered: _____

_____

List your extracurricular activities: _____

_____

III. EMPLOYMENT EXPERIENCE AND PLANS

A. Are you presently employed? Yes_____ No_____

If yes, place of employment: _____

Responsibilities: _____

B. List any previous employment: _____

1. Place of employment: _____

Responsibilities: _____

2. Place of employment: _____

Responsibilities:_____

SELECTING THE TEACHER-COORDINATOR

Careful selection of the teacher-coordinator for a cooperative education program is vitally important. The teacher-coordinator must be well-qualified to assume the job and must clearly understand the required roles and responsibilities.

The teacher-coordinator is the key component of an effective and meaningful educational program using the cooperative method of instruction. The teacher-coordinator is a member of the school staff who serves in two capacities, teacher and coordinator. The coordinator must be a qualified and certified teacher who can work cooperatively with people, motivate others, and develop training relationships with business and industry. The success of the course is directly dependent upon the teacher-coordinator's enthusiasm and ability to establish priorities, develop and execute plans, and evaluate activities objectively so that goals can be successfully achieved. A cooperative education teacher-coordinator must be certified in the assigned teaching area. The person should also have had pre-service or in-service training in planning, implementing, and evaluating cooperative education programs.

Qualifications

The qualifications required for effective teacher-coordinators are reflected in the following list of activities. The excellent and successful teacher-coordinator will be knowledgable and enthusiastic in . . .

- guiding and selecting students.
- enlisting and supervising the participation of employers.
- teaching related instruction.
- handling personal and educational problems of students.
- directing vocational student organization activities.

- administering the program.
- maintaining good public relations.
- representing the school effectively in the community.
- carrying out school policies.
- representing the total education program.
- gaining the confidence of the business and school communities.
- assisting students in adjusting to the work environment and in making personal adjustments.
- motivating students and employers.

More specifically, it is recommended that teacher-coordinators possess the following qualifications:

- a Collegiate Professional or Technical/Professional license endorsed for the appropriate discipline
- experience in the occupation
- successful teaching in the appropriate discipline
- participation in an orientation program for teacher-coordinators.

Responsibilities

In addition to possessing these abilities, the teacher-coordinator must fully understand and prepare for the responsibilities that accompany the role. Teacher-coordinators have major responsibilities in the following areas.

Classroom Instruction

- Organizing the classroom or laboratory for instruction
- Explaining course goals and purposes to students
- Using program area competencies and guides as a basis for planning instruction

- Planning instructional strategies for individual training needs
- Evaluating classroom instruction and on-the-job training for their related learning experiences
- Selecting or developing appropriate materials for related instruction
- Providing opportunity for students to participate in the appropriate vocational student organization
- Creating a library of technical information

Guidance

- Cooperating with guidance counselors in determining student enrollment in the course
- Interviewing prospective students for entry into the program
- Assisting students in making other course selections related to career goals
- Assisting students in determining appropriate placement
- Counseling students regarding job orientation and interview techniques
- Holding regular conferences concerning student progress in class and on the job
- Arranging for student placement adjustments

Coordination

- Visiting businesses to select appropriate training stations
- Orienting new training sponsor(s)
- Preparing training agreements
- Developing training plans
- Observing students on the job at the training station
- Visiting training stations in person to confer with training sponsors concerning student performance and progress
- Complying with local, state, and federal laws relating to vocational education, employment of minors, and safety

- Holding conferences with students, employers, and parents
- Resolving any problems that arise between the student and the training sponsor
- Ensuring that the training supervisor provides consistent, effective guidance and supervision in accordance with the step-by-step training plan

Operation and Administration

- Placing students in jobs directly related to course competencies and career objectives
- Completing training agreement and training plan with student, training sponsor, parent, and administrator
- Assuring that all legal requirements for the training have been met
- Recording coordination visits and conferences with training sponsor and students
- Maintaining teacher-coordinator records
- Maintaining student files
- Measuring student achievement of tasks on the job
- Evaluating the job market to secure additional training stations
- Filing itinerary with principal or other administrator
- Managing time effectively while balancing school and community responsibilities

Public Relations

- Visiting employers to encourage their cooperation in the establishment of the program
- Participating in community and civic activities
- Promoting vocational education through vocational student organization community projects
- Planning an employer/employee function with students during the school year to honor the employers who have provided the training stations for the students

- Conducting community surveys to determine appropriate types of training stations
- Developing brochures on vocational program(s) to distribute to the business community
- Promoting within the school using brochures, displays, and articles in the school newspaper

Professional Development

- Keeping certification up to date
- Returning periodically to the workplace
- Participating in local, state, and national professional organizations
- Participating in staff development activities
- Staying abreast of current research, developments, and technology in the professional field
- Incorporating new information and technology in lesson plans

Clearly, the roles and responsibilities of a good teacher-coordinator are challenging, rewarding, and extremely time-consuming.

PROMOTING COOPERATIVE EDUCATION PROGRAMS

The many advantages of cooperative education and the excellence of individual programs must be promoted vigorously. A carefully designed promotional plan is vital to success, and the plan must include all of the following target groups: professional school personnel; students; parents; and the business/industry community. See page 37 for the "Checklist for Evaluation of Plan for Promotion of Cooperative Education Programs."

Professional School Personnel

The following methods may be helpful in demonstrating to counselors, faculty, and school administrators the nature and advantages of cooperative programs.

- Prepare a Program of Studies. Develop a publication that explains every course offered in the particular program area and the sequence required for students considering a career in that area. The coordinator should arrange for individual conferences with middle and high school guidance counselors to explain the sequence of courses offered and discuss career opportunities in the field. This activity should be carried out each year.
- Invite counselors to regularly scheduled departmental meetings. The teacher-coordinator should strive to work with counselors to receive their assistance in the recruitment of students. The counselor who understands programs using the cooperative method and their purpose can better counsel students who have expressed an interest in or shown an aptitude for a particular career. Professional colleagues must understand programs using the cooperative method thoroughly so that they can refer prospective students to the coordinator. Guidance counselors at both the middle and high school levels can assist in the recruitment of students for cooperative programs.
- Prepare a Program Brochure. The brochure should explain cooperative education programs and their benefits for the school, students, and employers. It should describe cooperative education in general and specific programs available, state the advantages of cooperative education, and outline application procedures for students and benefits for employers.
- Present the cooperative method of instruction at faculty meetings. Explain the available programs and the types of students who might benefit from them to the faculty. Enumerate the types of training stations in which

students may be placed. Answer questions, and suggest how other faculty members can assist. Explain the use of coordination time with respect to student success in the programs.

- Prepare an Annual Report. This report, containing information about the success of the programs, should be distributed to the faculty and administration before the end of the school year.
- Arrange Social Functions. One example is an informal gathering such as a coffee break for guidance counselors, teachers, and administrators. This could allow for open discussion of programs as well as highlight student achievements in the program. Consider sponsorships by student organizations within the programs.

These are just a few suggestions toward the successful promotion of programs using the cooperative method to teachers, counselors, and school administrators. The list is not meant to be exhaustive; rather, it is presented as a springboard to stimulate your own ideas.

Student Recruitment

The recruitment of qualified and interested students is a prime responsibility of the program coordinator. The growth and survival of the programs depend upon the efforts of the coordinator to interest new students in enrolling in programs. Coordinators must contact potential cooperative education students before registration each year. A list of suggested recruitment activities which can help to interest new students in cooperative education follows:

- Present an assembly program explaining programs using the cooperative method and their benefits to the student. This may be presented by current cooperative education students.
- Distribute student-interest surveys to middle and high school English classes. Obtain a list of the students who have indicated an interest in entering a vocational education program. Make arrangements to talk individually with students interested in exploring the cooperative method to determine whether or not it would offer what they need for career preparation in their chosen occupational field and to answer their questions.

- Encourage present cooperative education students to prepare a brochure to be presented to middle and high school students. Brochures and handouts should contain information regarding each program, course descriptions, entry-level employment and salary range, careers in each program and training required, etc.

- Assist current cooperative education students in preparing bulletin boards at the middle and high school levels illustrating aspects of cooperative education programs and encouraging students to apply. Always take advantage of space that is available within the schools, such as main hallways, to promote the program.

- Supervise current cooperative education students in preparing a monthly newsletter to be distributed to all students in pre-vocational classes. Use stories about what is happening on the job with cooperative education students. Include pictures and materials explaining advantages from the viewpoint of students and supervisors.

- Encourage cooperative education students to visit middle schools to discuss the program with students and answer questions regarding courses necessary to prepare for a cooperative education program. Current cooperative education students can prepare statements on what cooperative education has done for them. Work with students to make sure they point out the important aspects of the program. Presentations should be planned to reach every junior high school student. Visits can be scheduled for homeroom or activity periods.

- Invite interested middle school students to visit in-school related classes.

- Submit articles and pictures to the school newspaper or school magazine to publicize the programs and activities of cooperative education students.

- Arrange for non-cooperative education students to visit businesses which employ cooperative program students.

- Invite cooperative education employers to explain job opportunities in their businesses to students during Career Day. (Career Day may be arranged cooperatively with all vocational services and with guidance counselors.)

- Host an Open House during Vocational Education Week for training sponsors, Vocational Advisory Committee members, other business men and women in the community, school administrative staff, guidance counselors, and parents.

- Maintain file cards for each student enrolled in your classes. Cards would consist of student's name, home address, telephone number, career objective, courses needed for career objective, and a list of courses completed beginning with Grade 9. The cards are an excellent source for following up students who left the cooperative education program in the middle of the year or who did not receive the schedule requested for the next school year.

- Use cooperative education students and graduates as guest speakers in vocational classes, at banquets, assembly programs, and student organization meetings. Discussions may include information on their job stations, entry-level employment opportunities, and job qualifications.
- Set up displays during Vocational Education Week, Back-to-School Night, College Night, in the cafeteria throughout the school year, and at feeder schools.
- Utilize the Public Address system to recognize student achievements, to announce job openings, and to keep students informed about cooperative program activities.
- Post job openings from local newspapers on an Employment Opportunities board.
- Sponsor competitive events for younger students to gain an interest in the program.
- Make a conscientious effort to recruit special populations.

Successful coordinators use these and many other ideas to make certain that all students in the school are aware of the many opportunities available through participation in the cooperative method of education. Talk with experienced coordinators--they are always willing to share ideas with you.

Parents

Parents must give their consent before underage students are accepted into programs using the cooperative method. A favorable attitude cultivated by parents fosters the development of a professional student attitude. Moreover, parents may themselves be possible employers of cooperative education students. Some suggested activities for helping parents become aware of the cooperative method of education follow:

- Send a letter to parents explaining the cooperative method and asking for their support or permission for their son or daughter to be enrolled in a program. A sample letter is shown on page 39.

- Send a newsletter to parents prepared by cooperative education students.
- Hold an open house for parents. Encourage them to ask questions about the program in which their child wishes to become involved. Solicit their support.
- Present an audio-visual program to parents. Give explanations of the cooperative method and describe benefits of it to students. Include graduates of programs and let them explain how the cooperative method of education benefited them.
- Arrange for personal conferences with parents whose children have expressed an interest in programs using the cooperative method.
- Make presentations about the cooperative education program at parent organization meetings.
- Place articles in local newspapers explaining the cooperative method of education, special projects undertaken by cooperative education students, and accomplishments of students enrolled in programs.
- Involve parents as resource speakers and cooperative education employers.

Business/Industry Community

In addition to understanding the educational values of cooperative education programs, business/industry people frequently need to be "sold" on the idea of participating in a program. Business and industry personnel serve a vital role in assisting the school in training the student-learner. This collaboration maximizes the opportunities and advantages of participation in cooperative education programs.

Suggested activities for publicizing cooperative education programs to the business/industry community follow:

- Display various promotional materials for cooperative education programs in windows of local businesses. This is especially appropriate during Vocational Education Week.
- Make presentations to civic organizations such as the local Chamber of Commerce. Consider joining community and professional organizations

and attending meetings. Personal contact with community/business people will allow for individual discussions with potential employers.

- Use the local news media--newspapers, radio and television--for news releases about the program. When newsworthy events occur, follow local guidelines for publicity.
- Keep a file of black and white pictures about your program and offer them with news releases when appropriate.
- Write feature stories periodically throughout the year. These may be offered as "exclusives" to selected media. They may include stories of successful graduates.
- Form an alumni group of former students to help promote the cooperative education program. Many alumni are employed in local businesses and may become supervisors of cooperative students.
- Conduct at least one employer-employee function annually--a tea, open house, banquet, etc.
- Present certificates of appreciation to participating employers at employer-employee functions.
- Issue a special invitation to employers to observe classes, or to make presentations during class time or at vocational student organization meetings.

NOTE: See "Planning the Employer/Employee Appreciation Activity," page 153, for more detailed information on planning employer/employee appreciation activities.

You are urged again to use your creativity and imagination to expand the above list. You also can get ideas from other cooperative education coordinators.

In addition to targeting the specific audiences outlined above, some activities will necessarily address combinations of them. These not only allow for interaction between groups, but may also save time and effort. Some examples include:

- Establish or maintain articulation agreements with local college and universities offering proficiency credit for secondary cooperative education classes and programs. This enhances program validity, creates greater student interest, and broadens administration awareness and involvement.
- Feature a cooperative education student/program of the week/month on one of the school's main hall bulletin boards. Try to include photos where

possible. Bulletin boards/posters are effective advertising media for the entire school community.

- Arrange for display space at local shopping centers/malls. Involve students in creating and staffing exhibits. Retail areas are highly visible locations for marketing activities directed toward the community at large.
- Maintain cooperative education student organization booths at local and state fairs and exhibitions. These venues as well allow for campaigning to a diverse cross-section of the population.

Creativity and variety are two elements essential to the successful promotion of the cooperative method of education. You are urged to utilize all resources available to expand the above suggestions and tailor them to your specific cooperative education program.

CHECKLIST FOR EVALUATION OF PLAN FOR PROMOTION OF COOPERATIVE EDUCATION PROGRAMS

	Yes	No
Plan begins early in year. (July)		
Plan contains activities for each month.		
Plan makes provisions for publicizing the program to: Students		
Parents		
Teachers and Counselors		
School Administrators		
Employers--Business Community.		
Plan allows coordinator to have completed student applications in hand before registration to allow for careful selection of students.		
Plan includes at least one brochure or newsletter explaining the program which prospective students can take home to share with parents.		
Plan includes activities for publicizing program to middle and high school students.		
Plan includes participation of current cooperative education students in helping prepare materials and making presentations for prospective students.		

SAMPLE LETTER TO PARENTS

COOPERATIVE EDUCATION PROGRAM

(name of school) HIGH SCHOOL

(address), VA

Dear Mr. and Mrs. (name of parent):

At this time each year we counsel with students concerning their vocational interests. Your (son/daughter) has indicated an interest in cooperative education.

Cooperative education is a unique experience for any young person. It gives the student an opportunity to study a specific occupation on the job.

The advantages to (student name) would be many: working within a controlled, carefully supervised program, learning about career opportunities in their area, and earning money while receiving school credit. This program has merit for every student whether or not further education at a college or technical center is part of their future plans.

If (student name) enrolls in cooperative education, (he/she) would be assuming the following responsibilities:

1. Regular attendance in school and on the job.
2. The student cannot report for work in the afternoon if absent from school in the morning without the coordinator's permission.
3. The employer and school must be notified if the student must be absent from work.
4. Each member in the occupational program in which cooperative education students are trained should hold membership in the local, State, and National vocational student organization.

A brochure is included with this letter to provide additional information. If you have further questions, please contact me at (phone number).

Sincerely,

(name)
Cooperative Education Coordinator

XX

Enclosure

SELECTING STUDENTS

The selection of qualified students is vital to student success. The coordinator should select those students who want, need, and can benefit most from a program. The following forms may be used by the coordinator during the selection process; however, local requirements concerning the handling of student records must be followed. All student information should be considered confidential and must be carefully secured.

- Student Application for Cooperative Education
- Summary Sheet for Student Selection
- Student Cumulative Record
- Applicant Interview Analysis
- Faculty Recommendation Form

The initial step in the process of selection is the completion of the student application form. A sample is provided on page 49, or coordinators may design their own forms to obtain information needed to determine student qualifications. Application forms should closely simulate job application forms and should adhere to federal regulations. Any information you request that might be considered discriminatory should be made optional and placed on a separate form. Consideration should be given to including the following information:

- Guardian Information--Obtain name and address of parent or guardian. Permission of parent or guardian of underage students will be required for entry in the program.
- Training Station Preferred by Student--This will be helpful in determining whether the training station placement is appropriate for the student's career objective.
- Attendance for Current School Year--Current year records may not be available at the time of application. Attendance for previous years can be found on the student's cumulative record.

- Health--This information may be useful to the teacher-coordinator in making appropriate accommodations for any disability area; however, federal laws prohibit denying access or screening students based on disabilities, including health related problems.

- Employment--Present and/or previous job information may help in placement of students within programs, as well as provide an employer reference contact.

- Personal Data Sheet (Resume)--This can present an overview of student background, special interests, and experiences, and provide references from teachers and others.

- Current Schedule of Classes--The coordinator may need the information to determine if the student has completed the required courses and whether or not the student is passing those courses. Knowing the student's schedule will also assist the coordinator in arranging for job interviews.

Criteria for Student Selection

In order to select those students who will benefit from the cooperative method of instruction, the coordinator needs to know the student characteristics associated with successful participation in a cooperative program. After reviewing the application form, the coordinator should determine whether each student meets the following criteria before scheduling student interviews:

- The student must be enrolled or planning to enroll in an occupational preparation program.

- If the student is under 16 years of age, he/she must have a work permit. Exemptions are listed in the *Guide for the Employment of Teenagers*, available from the Virginia Department of Labor and Industry.

- The student should have a definite career objective.

  The student's statement should be validated by information obtained through guidance procedures such as assessments of vocational aptitudes, abilities, and interests in order to help determine practical career objectives.

  The prospective cooperative education student, with the guidance counselor and coordinator, should review career assessments, the student's basic knowledge of the occupation in which he or she may have the greatest chance of success, and course performance records. These procedures are necessary to guide students toward a placement facilitating the greatest chance for success.

  When a realistic career objective has been established, the initial step for the preparation of training plans has been completed.

A Guidance Interview Form is provided on page 51.

- The applicant should have a satisfactory scholastic record.

  This does not mean that students who have straight A or B averages should be considered more desirable for the cooperative method of instruction than other students. The student with consistent, average grades who possesses desirable character traits and who is ambitious may benefit most from the program.

  Job skills are important for success in an occupational program, but equally important are skills in communication and mathematics. Success on the job may depend heavily on these basic skills.

  Students instructed through the cooperative method of education will be participating in supervised and directed training. The method of instruction used will require them to read and understand technical information related to their on-the-job experiences.

  Students who have failing grades should not be eliminated without an analysis of the causes of failure and an investigation of opportunities for success that may be obtained through participation in cooperative education.

- The student should possess acceptable character traits.

  Even if the student has the career objective and grade-point average that indicate probable success in a cooperative program, little progress will be made if the basic character of the individual is such that doubt exists as to whether he or she can secure and advance on a job.

  The coordinator should look for traits such as dependability, cheerfulness, ability to accept constructive criticism, courtesy, cooperativeness, independence, sincerity, and a willingness to work individually and as a team member.

  Some information regarding the student's character may be obtained through recommendations from other teachers. Other information may be obtained in the student interview. The coordinator might also discuss the traits of prospective students with teachers who taught them in other classes.

A Faculty Recommendation Form is shown on page 53.

- The student must have the consent of parent or guardian before participating in the cooperative method of instruction.

  Space may be provided on the student application for this consent.

- The student should have a satisfactory attendance record.

  This information is available from the cumulative records obtained in the guidance office, and current year information is provided on the student application form.

- The student should demonstrate competence in prerequisite skills, if applicable.
- The student should be punctual in class attendance.

  Excessive tardiness, as well as frequent absences, will cause difficulty for the student at a training station.
- The student should be involved in a cooperative education orientation program before job interviews are arranged.
- The student's in-school and on-the job training should not exceed 40 hours weekly or 8 hours daily.

Studying student application and data sheets will enable the coordinator to determine those students who are best qualified for and will benefit most from the experience provided by enrollment in the cooperative method of instruction.

Coordinators should also keep in mind throughout the selection process that emphasis should be placed on the inclusion of students rather than their exclusion. A key component to all successful cooperative programs is the acceptance of as many qualified students as possible. Teacher-coordinators are cautioned that information obtained should be used to counsel students for informed decision making. Federal laws prohibit denying access or screening students based on sex, race, creed, age, color, disabilities, or national origin.

Guidelines, Questions, and Evaluation for Student Interviews Form

Immediately following the initial review of student applications, the coordinator should arrange interviews for all students who are interested in the cooperative method of education.

The interview of prospective students serves several purposes. The coordinator should attempt to determine if the student has or can develop attitudes required on the job. The coordinator should avoid asking questions found on the application form or in the student's cumulative record. Instead, strive to clarify this information. Time should be also allowed, during the interview, for the student to ask questions about the program.

The following questions and forms are suggested to assist the coordinator in interviewing.

Sample Questions for Student Interview

- What do you believe is the purpose of the cooperative method of instruction?
- Where did you first hear about the cooperative method of instruction?
- Why do you want to enroll in the cooperative program?
- Have you ever been employed? If so, describe your job.
- What are your plans following high school?
- Have you considered further education or training after high school?
- In what way will the cooperative program help you? What can you do for the program?
- Is there any reason why you could not work 15 to 20 hours weekly next year?
- Is there any reason why you would not join the state/national affiliated student organization?
- Would you have any objections to modifying habits regarding personal hygiene and attire if you were asked to in order to become more employable or to keep employment?
- What subjects do you enjoy most?
- What other classes do you plan to take next year?
- What special training would you expect to receive in your classroom instruction?
- What is your occupational objective?
- Will you have transportation for summer placement? By fall?

An Interview Evaluation Form is shown on page 55.

Student Cumulative Records

The coordinator may refer to cumulative school records to study standardized test results. The primary purpose of these tests is to improve instruction and guidance through an understanding of the strengths and weaknesses of each student.

Care must be taken not to attach undue significance to a single score. A pattern of low scores or high scores may, however, be significant. It is best to study all scores available before making a final decision. When evaluating test scores of students, special attention should be given to those scores pertinent to the student's program area. The coordinator also should evaluate other results as they might apply to the student's success in a chosen career.

The coordinator might also wish to verify information contained on the student's application or personal resume. Some specific areas which should be checked include the following:

- grade average
- attendance (reasons for any excessive absences/tardiness)
- official grade level
- anticipated graduation date
- vocational education courses completed
- what medical history exists that would warrant counseling with the student regarding appropriate job placement or accommodations that may be necessary for job placement.

Summary Sheet for Student Selection and Placement

Since the selection procedures involve a number of steps, it is convenient to record the process on a summary sheet. One such sheet is on page 57.

Some of the columns on the Summary Sheet require explanations:

Date Application Rec'd. Enter the date that you receive the student's application for admittance to the cooperative education program.

Absences/Tardies. Enter the number of days the student has been absent/tardy during the past full school year.

Program Area Prerequisites. Consider successful completion of prerequisites if required for admittance into cooperative programs.

Teacher Reference. Enter appropriate ratings such as "Needs Help," "Average," "Good," or "Excellent", etc. to indicate the overall ratings given by teachers on the Faculty Recommendation Form. Space for three references is provided.

Recruit. Interview Date. Enter the date that you interviewed the student and appropriate ratings to indicate your overall impression.

Job Interviews. Enter dates and names of training stations when the student is sent for job interviews.

Conclusion

The following suggestions may serve as reminders in the selection process:

- Verify any information that may seem questionable.
- Remember that punctuality can be as important as attendance.
- Talk with other teachers and reference persons. Try not to rely solely on written comments and statistics.
- Keep in mind that character traits can be as important as grades for successful participation.

Determining which student may benefit most from the cooperative method of instruction requires a good deal of intuition and judgement. Care must be taken to ensure the success of both the individual and the program.

COOPERATIVE EDUCATION PROGRAM
STUDENT APPLICATION FOR ADMITTANCE

NAME:_____SOCIAL SECURITY NO:_____

AGE:_____DATE OF BIRTH:_____

ADDRESS:_____TELEPHONE:_____

_____

DRIVER'S LICENSE?_ACCESS TO A CAR?_INTERESTED IN SUMMER EMPLOYMENT? _____

PARENT OR GUARDIAN NAME:_____OCCUPATION:_____

PARENT OR GUARDIAN ADDRESS: _____

_____

STATE YOUR CAREER OBJECTIVE _____

INDICATE THE TYPE OF TRAINING STATION YOU PREFER (LIST CHOICES)

FIRST CHOICE:_____SECOND CHOICE: _____

Absences:_____Tardies:_____to date (this year).

Have you ever worked full___or part time?___Where?_____

Type of job:_____

Are you currently employed?_____If yes, where?_____

_____

Do you intend to further your education after high school? _____

Include your present schedule of classes with this form.

PLEASE ATTACH A PERSONAL DATA SHEET (RESUME). Include as references names of three teachers who can attest to the quality of your work.

TO THE STUDENT:

Occupational programs using the cooperative method provide an opportunity to be considered for employment in the businesses and industries in our area. When you participate in a program, you indicate that you are sincerely interested in putting forth your best efforts to receive on-the-job training. If you accept this responsibility, please sign in the space provided:

_____
Student

TO THE PARENT OR GUARDIAN:

Do you consent to your daughter or son entering an occupational program using the cooperative method and do you agree to cooperate with the school and the training station in making the training and education of the greatest possible benefit to your daughter or son? If so, please indicate your support and approval with your signature.

_____ _____
Date Parent or Guardian

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COOPERATIVE EDUCATION PROGRAM
GUIDANCE INTERVIEW FORM

PERSONAL REVIEW OF_____DATE _____

1. Aptitude-achievement-career interest tests show:

Ability Level

	Below Average	Average	Above Average
Verbal abilities			
Computative (Math)			
Reading			
Program Area Skills			

2. Best grades have been in:_____
3. Overall grade average in program area is: _____
4. Most competent skills are: _____
5. Other Comments:

_____
Signature - Guidance Counselor

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COOPERATIVE EDUCATION PROGRAM
FACULTY RECOMMENDATION FORM

_____High School,_____,VA.

Student: _____

The above student has given your name as a reference on an application for participation in a program using the cooperative method.

In what classes or activities have you observed this student?_____

_____

	Needs Help	Average	Good	Excellent
Relating to Others				
Punctuality				
Cooperation				
Personal Appearance				
Expression of Ideas				
Industriousness				
Reliability				
Scholarship (ability)				
Initiative				
Qualities of Leadership				

Comments:

Special talents or strong points:

Areas in which student may need special assistance:

_____ _____
Date Teacher

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COOPERATIVE EDUCATION PROGRAM
INTERVIEW EVALUATION FORM

Student Interviewed: _____

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in program			
Ability to communicate			
Concept of program's purpose			

Student's plans following high school: _____

_____

Work experience: _____

_____

Questions: _____

_____

_____

Comments: _____

_____

_____

COOPERATIVE E[illegible]CATION PROGRAM
SUMMARY SHEET FOR STUDENT SELECTION AND PLACEMENT

Student's Name	Grade Level	Date Application Rec'd	Absences/ Tardies		Cumulative Records Checked				Teacher Reference			Recruit. Interview Date	Job Interviews Date/Station	Placement Station and Date
			A	T	Overall Grade Average	Eng. Grade Avg.	Math Grade Avg.	Program Area Prerequisites	1	2	3			

SELECTING TRAINING STATIONS

Enlisting the proper training station is integral to the success of programs participating in the cooperative method of instruction. Several criteria for consideration encompass all program areas, and can be helpful in narrowing the selection process. In particular, the following three questions address dimensions which can aid the coordinator in the decision process.

- What constitutes an acceptable training station?
- Where and how do I start looking for potential cooperative employers?
- How do I overcome employer resistance to the cooperative method of instruction?

This section outlines strategies for answering the above questions.

Standards for Acceptable Training Stations

The determination of what constitutes an acceptable training station is critical to providing relevant experiences for each student's career objective. To do this, the coordinator should have a set of standards to aid in the identification of acceptable training stations. Consideration should be given to five critical areas in developing these standards.

A discussion of each area follows.

- The employer is a trainer and a teacher.

  Training station sponsors should be capable and willing to provide occupational training and educational opportunities within the student's career choice. The coordinator must explain the objectives and goals of cooperative education programs.

  The coordinator can determine whether a standard of cooperative training is in evidence by the willingness of the organization to develop jointly with the coordinator a step-by-step training plan, to assign an experienced worker to supervise the student-learner, and to arrange time to confer periodically with the coordinator. Scheduled conferences between the training sponsor and the coordinator are critical to the success of the program. Using these conferences, the

coordinator monitors the development, updating, and evaluation of the training plan.

Another means of determining whether this standard is being met is to examine the procedures the organization follows in training its full-time personnel. Does it provide systematic training for these employees? Is participation in adult education encouraged? Are personnel involved in developmental skills improvement courses for employees?

- The training stations should provide experiences in the occupational area related to the student's career objective.

  The student-learner's assignment must be one which falls within the occupational area, and it must be related to the student-learner's previously identified career objective. The training sponsor must express a willingness to provide a variety of learning experiences within the student learner's capabilities.

  One stumbling block in choosing an acceptable training station is the coordinator's desire to find jobs for students as quickly as possible. *Resist the temptation to accept a training station which does not specify the tasks to be performed by the student-learner.* Every effort must be made to select training stations which will provide accounting experiences for accounting students, agricultural experiences for students in agriculture, etc. Since the cooperative education experience is long-term, work experiences must be of sufficient variety and complexity to challenge the student-learner and provide a positive and realistic image of the occupation.

- The organization should exemplify high ethical standards.

  Care must be taken to determine whether the organization is one which exemplifies high ethical standards in relations with both customers or clients and employees. The student-learners for whom coordinators are responsible are at an impressionable age, and they are especially prone to imitate adults. They are highly idealistic, and these ideals and values are rigidly structured as to their expectations of adult behavior. Coordinators are encouraged to avoid placing students in situations where they may be compromised by instances of poor ethical practices.

- The training station should be accessible.

  Unless there is adequate public transportation or the student-learner has private transportation, a training station which is excellent in all other aspects might not be adequate because of the inability of the student to get to the job. Consideration also

must be given to the amount of time needed to get from the school to the training station. Use of a school bus could be requested to transport all cooperative students leaving at midday to a central location from which they might use public transportation.

- The training station should provide a safe environment.

  Buildings, equipment, and grounds should meet local and state safety regulations. A coordinator should alert student workers to potentially dangerous situations. Training stations that are located in potentially dangerous locations or stations that require odd hours may not provide a safe environment. "Liability of Teacher/Coordinators in Cooperative Education" may serve as a source of information regarding legal responsibilities of the teacher-coordinator. This research paper is available upon request from Anne Rowe at the Virginia Department of Education.

- The employer must be in compliance with all labor laws.

  The training station must comply with local, state, and federal labor regulations related to minors. Information is available from the United States Department of Labor, Wage and Hour Division, and the Virginia Department of Labor and Industry, Division of Labor Law Administration. Although the coordinator's function is not to enforce these laws, the coordinator should alert the training station of the existence of such regulations and expect compliance.

  Laws regulating wages, the issuance of student-learner certificates, the employment of minors in hazardous occupations, and situations requiring work permits are primary areas of concern. The minimum wage and overtime standards apply to student-learners who are employed by employers subject to the regulations. Since this law is complex, the coordinator should suggest to the training sponsor that contact be made with the regional Wage and Hours Division Office in order to ascertain whether the organization is subject to the regulations. The employing organization must obtain approval from the United States Department of Labor to be exempted from paying the minimum wage.

The following list is a summary of the standards for determining the appropriateness of potential training stations.

The training sponsor:

1. understands and shows an interest in the cooperative method of instruction.
2. is interested in providing instruction within the framework of part-time employment.
3. is willing to provide a wide variety of learning experiences compatible with individual needs and capabilities.
4. is willing to confer periodically with the coordinator.
5. is willing to develop jointly with the coordinator a step-by-step training plan.
6. works closely with the student-learner and the coordinator.
7. makes instructional materials available to the student-learner and the coordinator.
8. provides employment which meets or relates to the career objective of the student-learner.
9. employs the student-learner for at least an average of 15 hours per week.
10. serves as or designates a training sponsor to supervise and direct the student-learner on the job.
11. discusses career possibilities with the student-learner.
12. provides a physical and moral environment which is safe and beneficial for the student-learner.
13. establishes a working schedule for the student-learner which is in agreement with local and state program guidelines.
14. has equipment and facilities which are up to date, safe, and in good working condition.
15. provides employment for the student-learner that is accessible in terms of location and transportation facilities.
16. enjoys a good reputation in the community in the areas of social consciousness, ethical conduct, and labor relations.
17. pays wages comparable to those of similar businesses; at least minimum wage unless station meets sub-minimum wage criteria.

Many coordinators use a checksheet to record their impressions of potential training stations. Remember that such a document may reflect a subjective interpretation of training stations; it should therefore be considered confidential and

handled with discretion. A sample evaluation checksheet is shown on page 69. As with all forms shown in this manual, it may be adapted for local use.

Locating Training Stations

After the coordinator knows the kinds of training stations needed, a plan must be devised to search systematically for these stations. Coordinators should consider the following methods to locate potential training stations.

- Develop promotional materials.

  Vocational program areas in the Virginia Department of Education offering the cooperative method of instruction have available attractive materials to use with organizations that are surveyed. Locally prepared material may be more appealing. The time, effort, and money spent in preparing colorful and attractive promotional materials is returned in useful dividends such as pride in the school, positive reminders, and enforcement of sales techniques.

  Administrative approval of a news release coinciding with the time of the mailing of the survey form should be secured. The news release will explain the cooperative method of instruction and publicize the impending survey. It is important that the release be timed effectively. See the "Promoting Cooperative Education" section for more information on program promotion.

- Develop survey instruments.

  The cover letter should explain the purpose of the survey and include a request for a follow-up appointment. Refer to the "Determining the Need for a Cooperative Education Program" section for an example of a cover letter and survey form which can easily be adapted to help find potential training stations for cooperative programs.

- Develop a list of employers to be surveyed.

  Preparation of a list of employers to be surveyed is the next step. Although the classified section of the telephone directory can be used to compile the list, other sources are available.

  Contact the local Chamber of Commerce or a personnel association to explain the need for the proposed survey. Discuss the survey instrument and assure that the information obtained will be kept strictly confidential. Request a

membership list. The list should provide names of those persons in authority, those who determine the employment needs, and the training capabilities of companies.

Other names, addresses, and contact personnel might be secured from your local Advisory Committee, the Retail Merchants Association, the Virginia Employment Commission, Government Manpower Agency, and Planning District Commission.

Do not overlook small businesses. They may offer more of a variety of experiences than larger businesses. Do not rely strictly on prestigious, nice looking businesses. The training experience offered, not the appearance, is the most important factor in choosing a training station. Do not place a large number of students at one training station. Students react to the training situation more realistically and responsibly on their own rather than in groups.

- Survey businesses.

  Plan a visitation schedule that will allow sufficient time to conduct the survey and explain the cooperative method of instruction. In selecting the employers to be interviewed on a particular day, group them according to geographical location. Remember that you, the energetic and informative coordinator, will sell the program. Afterwards, the quality of a successful program will sell itself.

  Selling any product begins with a thorough knowledge of the product to be sold; selling the cooperative method of instruction is no exception. The primary purpose for the initial interview is to secure information about employment possibilities; however, an explanation must be made of the cooperative method of instruction to establish the purpose for conducting the survey. First impressions are critical. An employer respects the teacher-coordinator who approaches a task in a professional manner.

  Briefly describe the program to the potential employer. If the survey form previously mailed has not been completed or cannot be found, supply another and proceed with the questions. Should the form be completed, review portions, and if needed, utilize additional time to explain the cooperative method.

  Any questioning should be in a personal tone to show the school's interest in that particular business. Be sensitive to the employer's reactions and supply information as requested, but save any hard-sell techniques for the follow-up interview.

  Occasionally, the employer will invite you to tour the facility because the company is also trying to promote a positive public

image. Take advantage of the opportunity. Note the tasks performed, equipment being used, the attitudes displayed by the employees, and the flow of work. If the opportunity does not present itself, request a tour for another time.

The coordinator should take the initiative in terminating the interview after a reasonable time (15 to 20 minutes). Do not leave, however, without assuring that you will call for a subsequent appointment to explore the possibilities of the participation of the organization in the cooperative method of instruction.

- Analyze results.

  To maximize the use of the completed survey, a file should be maintained. Results should be analyzed, interpreted, and summarized as to classifications of organizations, employment needs, and attitudes towards the cooperative program. Additional information should be recorded after follow-up visits. Because conducting occupational surveys is a continuous process for the teacher-coordinator, an up-to-date file is a constant source of information. A summary of the results also should be made available to the administration, local advisory committee members, and local news media -- without using company names, of course.

- Follow up all contacts.

  After the survey results have been studied and a determination made of likely training station prospects, a systematic visitation plan must be formulated so that follow-up appointments may be arranged. Advantages of the cooperative method of instruction to be stressed during follow-up appointments are enumerated below.

Students will:

1. be provided supervised training on the job in the specific occupational area which they have chosen as a career objective.
2. have an opportunity to learn skills under actual working conditions.
3. receive relevant instruction and be able to experience the world of work.
4. encounter daily situations in an adult environment which will help them make mature decisions regarding full-time employment.
5. be able to make a gradual transition from school to work.

6. receive compensation for their work, build self-esteem, and contribute to their economic independence.

The organization:

1. becomes an active partner in the public education of its community.
2. helps to revise curriculum to reflect employment requirements.
3. has a chance for a trial acquaintance with students before full-time employment.
4. will be developing future employees over an extended period without creating employee tenure.
5. will receive a student-learner who already possesses some of the skills necessary to be a productive worker.
6. will be provided with a coordinator from the school who will serve as a consultant for training needs.

The systematic search for adequate training stations must include planning, conducting a community survey, approval and support of school administrators and local advisory councils, and publicity. Further, the actual selling of the cooperative method of instruction must be accomplished by personal visits to those in authority at prospective employer organizations. Careful interpretation and storage of data must be made for optimum use of the survey results. Finally, successful selling of any product or service depends on an enthusiastic, informative, and intelligent sales person.

Overcoming Resistance

The coordinator must be skilled in techniques of effective oral communication. Communication involves the exchange of meaning between individuals through a common system. One communicates in words and gestures. The following techniques will be helpful to the coordinator in communicating effectively.

- Be clear and patient.

  Assist employers to recognize how they will contribute to and benefit from a cooperative education.

- Be precise and brief.

  Choose words with care, and in using them, define key terms. Avoid educational jargon and acronyms. State facts objectively and avoid abstractions. By doing this, you will be assured that the employer and you are talking about the same thing.

- Encourage active participation on the part of the employer.

  In the interchange of ideas, be very careful to watch for signs of misunderstanding and strive to clarify communication immediately. The questions that the employer will ask usually indicate interest in the program and a desire to ascertain the benefits to be derived for the company.

- Establish credibility.

  Persons who attempt to persuade others are most likely to be believed if they know the facts and are motivated to reveal them. When asked for information, supply pertinent facts. Handle all requests and responses pleasantly, professionally, and promptly.

- Plan persuasion techniques.

  The coordinator should appreciate the common basis of misunderstanding and take appropriate steps to minimize its effects. Once the basis is determined, the coordinator should be able to find the right appeal to overcome any resistance. One technique of persuasion is the use of humor. If a conversation seems to be slipping into a negative interchange, tactful humor can restore mutual receptiveness. Another technique is to lead the conversation to key facts on which both parties can agree. Allow the employer to share in formulating these mutual agreements.

- Anticipate negative responses.

  The coordinator should recognize the areas in which there possibly may be resistance and plan responses in advance. The areas of resistance faced by most coordinators in selling the cooperative method of instruction concern wages, coordinator's duties, paper work involved, legal aspects, student control, and cooperative program planning. In organizing replies to overcome resistance, the coordinator must remember first to develop areas of common interest and concern. Techniques of persuasion may then be used in supplying information.

Communication is most effective when trust and confidence are present. Establish at the outset that you are a reliable person who reports facts honestly and listens sincerely. Convince the employer that you want to be of service. Previous employer encounters with high school students in part-time jobs may have built up negative feelings toward schools in general. Your priority in this case would be to restore trust.

Finally, refrain from pushing for an immediate positive reaction. Feel your way and work at your own pace. People need time to understand a concept in order to give their best support to it. They may need additional time to accept the cooperative method before they will do more than the minimum activity required. What counts, in the final analysis, is not so much what people are told, but what they will accept.

Confidential Information

TRAINING STATION EVALUATION CHECKSHEET

Potential Training Station _____

Address _____ Phone _____

_____

Date of Interview _____ Person Interviewed _____

Job Classifications available

_____

_____

_____

_____

Job Entrance Tests Yes No

Skill Standards Required _____
(basic, advanced, etc.)

Does the atmosphere of the training station seem conducive to the effective operation of the cooperative method of instruction?

Yes No

Are there provisions for a range of on-the-job experiences?

Yes No

Are the equipment and facilities representative of current industry standards?

Yes No

Is the employer willing to work with the teacher-coordinator in developing a training plan for a specific career goal?

Yes No

Does employee morale seem conducive to satisfactory relationships for student-learners?

Yes No

Does the instructional potential of the training station seem satisfactory for students seeking a full range of work experience within a chosen career?

Yes No

Is the training station accessible?

Yes No

Will minimum wage be paid?

Yes No

If not, does the training station meet sub-minimum wage criteria?

Yes No

Signed _____
Teacher-Coordinator

Date _____

Please use the reverse side for additional comments.

DEVELOPING AND USING TRAINING AGREEMENTS AND TRAINING PLANS

Essential to successful cooperative education programs are two carefully-prepared written documents--the training agreement and the training plan.

The Training Agreement

Basically, the training agreement is a written statement of commitment from the student, the parent, the training station, and the teacher-coordinator. A training agreement should spell out the responsibilities of all involved parties. Each party to the agreement should sign the document and retain a copy. The purpose and scope of a training agreement is most easily seen by looking at the sample agreement included on page 77.

The Training Plan

Two of the major responsibilities of a teacher-coordinator are to plan and organize instruction for students and to ensure that there is correlation between classroom instruction and on-the-job training. Carrying out these responsibilities depends on the coordinator's skill in working with students and employers in developing training plans that are comprehensive in terms of meeting an individual's training needs and career objective. Training plans may be very simple or complex, but they must include those tasks required on the job. The development of the training plan is primarily the responsibility of the teacher-coordinator but should be jointly prepared by the training sponsor, the teacher-coordinator, and the student-trainee.

An additional function of the training plan is to serve as an evaluation tool for the student-trainee. It should include learning experiences and tasks required to

meet a specific career objective. A sample training plan is included on page 81.

The training plan development process is continuous. It begins with activities to identify a realistic career objective and training needs for individual students and continues through the entire training phase of the program. Training plans should be expanded, adjusted, and revised in accordance with the needs of individual students and employers. Training plans should be retained for a minimum of three years or more as required by the locality.

The flowchart on the following page shows the position of the training plan in the total cooperative education plan.

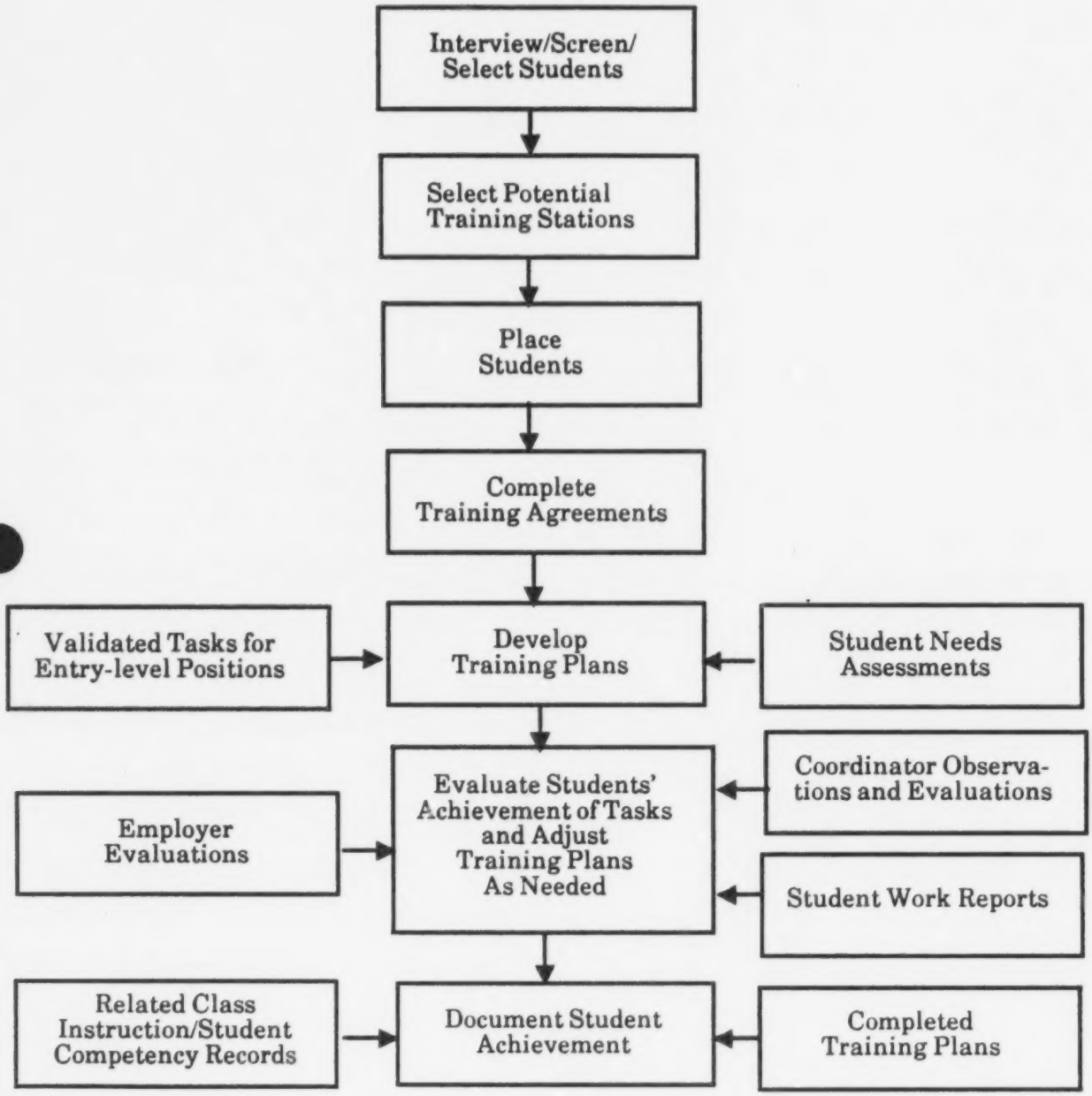
On-the-job training in a cooperative program must be monitored continuously. The training plan provides a record of the student's progress throughout the training program. To assist employees in the initial development of a training plan, teacher-coordinators may wish to use an orientation sheet indicating procedures for employers such as the one included on page 79. Individual vocational program areas also have sample training plans.

The teacher-coordinator should discuss with the student the purpose of the training plan and how it is to be used. The student should be informed that the training plan will be used to measure job performance. Experiences listed on the training plan are jointly developed by the coordinator, student, and employer. The student should be aware that some of the tasks will be experienced on the job and some will be learned in the classroom. Students should also understand that evaluations will be completed each grading period and will be followed by conferences involving the student, the coordinator, and the employer.

The coordinator should schedule an appointment with the employer to explain the use of the training plan as soon as the student is placed on the job. At this time,

INSTRUCTIONAL SYSTEM USING INDIVIDUALIZED TRAINING PLANS

Procedure followed by Teacher-Coordinator



those tasks that are to be learned on the job are identified and indicated on the training plan.

Evaluation and Adjustment of Training Plan

During each visit the coordinator discusses the student's progress with the employer. Using the training plan as an evaluation tool, the employer measures the student's performance on the job. The employer may complete the training plan with the coordinator. The employer's evaluation is discussed with the student and is used to make modifications in the student's training program and to assist in determining the specific instruction to be provided for the student in the classroom.

During the coordinator's regular coordination visits, the employer advises the coordinator of the addition of new tasks or the deletion of previously identified tasks. The coordinator should then adjust the training plan to reflect these task changes.

Wage and hour reports should also be used by the coordinator to obtain information regarding changes in a student's hours/wages as well as changes in a student's job responsibilities. The coordinator's observations during visits to the training station should also identify any needed adjustments to the training plan. After each adjustment to the training plan, the coordinator must determine whether additional class-related instruction is required.

At the end of the school year or whenever the student's job ends, the coordinator's copy of each training plan should be filed as a record of student achievement. Related classroom instruction should also be documented on a student competency record. If a student is placed in an occupational area for which a plan has been developed, the coordinator should be able to adjust a previously developed plan to meet the needs of the student-trainee.

COOPERATIVE EDUCATION
TRAINING AGREEMENT

Student Name _____ Program _____

Training Station _____ Address _____

Job Title _____ Supervisor _____

PURPOSE: The purpose of this agreement is to provide a way of recording the terms of the student's employment and to outline the responsibilities of all parties involved with that employment to comply with federal requirements.

STUDENT-TRAINEES agree to:

1. Attend school and work regularly. The student-trainee will notify the school and employer by a designated time on any day absent. When a student is absent, he/she is **not** permitted to work that day unless advance permission has been given by the teacher-coordinator.

2. Perform training station responsibilities efficiently.

3. Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.

4. Conform to the rules and regulations of the training station.

5. Furnish the teacher-coordinator with necessary information about their training program and to complete promptly all necessary reports.

6. Consult the teacher-coordinator about any difficulties arising at the training station or related to the training program.

7. Participate in the vocational student organization and other school activities required in connection with the cooperative vocational education program.

EMPLOYERS agree to:

1. Provide students the opportunity to work a minimum average of 15 hours per week. If school performance becomes unsatisfactory, a maximum level of hours will be established. (Employers are encouraged to allow students to leave work at a **reasonable** time on school nights.)

2. Provide varied occupational experiences as outlined in the training plan and to expose students to as many aspects of the operation as possible.

3. Assist students in completing job-related projects and to provide available instructional materials and occupational guidance.

4. Adhere to federal and state regulations regarding labor laws, tax credits, and other applicable legislation.

5. Consult the coordinator as soon as possible regarding work-related problems.

(over)

EMPLOYERS (continued)

6. Employ student-trainees throughout the school year, provided their job and school performances remain satisfactory.

7. Deny student-trainees the privilege of working on days they are absent from school unless the coordinator has given advance permission.

8. Provide time for consultation with the teacher-coordinator to evaluate students' on-the-job performance.

PARENTS/GUARDIANS agree to:

1. Support the cooperative method of education and encourage competent participation of student-trainees.

2. Assume responsibility for the safety of students from the time they leave school until they report to the job and from the time they leave the job until they arrive at home.

3. Be responsible for transportation of students to and from the training station.

4. Cooperate with all rules and policies of the school and training station.

5. Be aware that students are **not** allowed to report to the training station on days they are absent from school unless they receive permission from the teacher-coordinator.

TEACHER-COORDINATORS agree to:

1. Provide related classroom instruction.

2. Assume responsibility for initiating and developing individual training plans and ensuring that each plan is followed until it is mutually agreed to modify it.

3. Cooperate with training station sponsors in developing appropriate training activities related to student-trainees' career interests.

4. Make periodic visits to training stations to observe student-trainees, to consult with training sponsors, and to assist student-trainees with any problems.

5. Assist in evaluation of student-trainees.

6. Provide employers with current information concerning students' progress in school.

Student _____ **Date**

Parent/Guardian _____ **Date**

Employer _____ **Date**

Teacher-Coordinator _____ **Date**

School Administrator _____ **Date**

INDIVIDUALIZED TRAINING PLAN
PROCEDURES FOR EMPLOYERS

Purpose

The purpose of the training plan is to assist a student-trainee in making a successful transition from student to competent worker. The training plan serves as a guide between the school and the employer to provide training for student-trainees that will enable them to meet an identified career objective. The training plan is not a contract and can be modified in accordance with the needs of the student-trainee and/or the employer.

Procedure

The teacher-coordinator assumes primary responsibility for the development of an individualized training plan for a student-trainee. The coordinator identifies specific learning experiences that must be provided for a student-trainee either in the classroom or on the job. The training sponsor (immediate supervisor of the student-trainee) is then asked to assist the coordinator by

- identifying tasks for which training can be provided at the training station using the training plan
- adding tasks to the training plan that are unique to the particular training station
- supervising the student-trainee's training for specific job tasks, and
- assessing the student-trainee's strengths and weaknesses in completing tasks at the training station.

The coordinator visits the training station periodically to discuss the student-trainee's progress. Advice from the training sponsor is used to make modifications in the student-trainee's training program and to determine specific instruction that can be provided for the student-trainee in the classroom so that the student becomes a productive, competent employee.

Orientation Checklist for Employers*

_____ 1. Introduce student-trainees to all persons with whom they will have contact.
_____ 2. Show student-trainees the location of offices, equipment, and supplies they will use.
_____ 3. Explain the duties of the student-trainees' first assignments.
_____ 4. Inform student-trainees as to who will be responsible for their work assignments and supervision.
_____ 5. Inform co-workers of their relationship to student-trainees and solicit their cooperation.
_____ 6. Inform student-trainees of arrival time, quitting time, check-in procedures and check-out procedures.
_____ 7. Inform student-trainees of lunch time and relief procedures and regulations.
_____ 8. Inform student-trainees of facilities available such as restrooms, lunchroom, telephone, coat rack, etc.
_____ 9. Inform student-trainees of time recording procedure, pay schedule, deductions from pay, and computation of wages.
_____ 10. Inform student-trainees as to appropriate work clothing.
_____ 11. Inform student-trainees about any information that is to be kept confidential.
_____ 12. Familiarize student-trainees with employee benefits.
_____ 13. Inform student-trainees of clauses in a union agreement, if one exists, that pertain to cooperative students.
_____ 14. Inform student-trainees of career possibilities in the firm.

* Some or all of these activities may be covered in orientation materials provided by the employer.

Copy: Employer
Student
Coordinator

SAMPLE TRAINING PLAN

Coordinator _____ School _____

Student _____ SS# _____ Job Title _____

Career Objective _____

Firm _____ Training Sponsor _____

Beginning Employment Date _____ Initial Rate of Pay _____

Rating Scale:
4--Task or general experience introduced (initial training period)
3--Performs task under supervision
2--Performs task with minimum supervision
1--Initiates task and performs with speed and accuracy
0--Not applicable

18

Job Tasks	On-the-Job Instruction	Related Classroom Instruction	Evaluation Visits and Ratings						Comments
			Date	Date	Date	Date	Date	Date	

SAMPLE TRAINING PLAN (continued)

Job Tasks	On-the-Job Instruction	Related Classroom Instruction	Evaluation Visits and Ratings						Comments
			Date	Date	Date	Date	Date	Date	

COOPERATIVE EDUCATION
Training Plan Evaluation Summary Sheet

Visit #1

Date:_____

Additional Comments:_____

_____

_____

_____ _____
Employer Signature Student Signature

Visit #2

Date:_____

Additional Comments:_____

_____

_____

_____ _____
Employer Signature Student Signature

Visit #3

Date:_____

Additional Comments:_____

_____

_____

_____ _____
Employer Signature Student Signature

Visit #4

Date:_____

Additional Comments:_____

_____

_____

_____ _____
Employer Signature Student Signature

COOPERATIVE EDUCATION
Training Plar Evaluation Summary Sheet

= = = =

PLANNING INSTRUCTION

The purpose of instruction in an occupational program using the cooperative method of instruction is to bridge the gap between what skills and knowledge a student possesses upon entering the program and what skills and knowledge the student needs to be effective on the job. The purpose of this section is to describe procedures for organizing and planning instruction using the cooperative education method.

Determine the Occupational Area Within a Vocational Program

In the majority of Virginia high schools, vocational education is organized according to one of various course sequences. In most occupational preparation programs, students may elect the cooperative method of instruction, thereby receiving credits for both the related course and the on-the-job training. In some programs, the teacher-coordinator may have both "cooperative" and "non-cooperative" students in the same class. Classroom instruction must be organized to meet the needs of both groups.

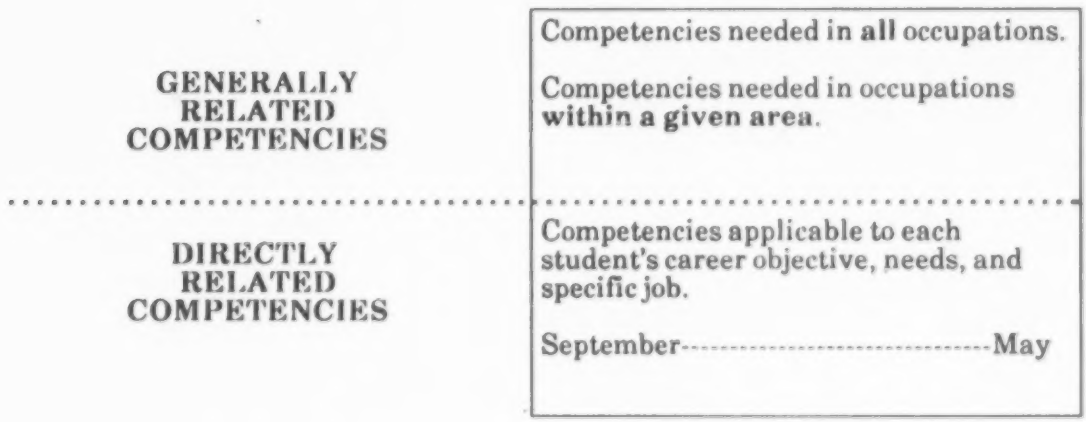
The Occupational Cluster Concept

When jobs are grouped into clusters which require the same basic competencies, vocational teachers are in a much better position to produce graduates who are adaptable and flexible; therefore, students will leave the course with the competencies necessary to enable them to assume a number of entry-level jobs. As a teacher-coordinator of a program within a given occupational cluster, the responsibility is to provide instruction which will prepare students for employment.

Identify Competency Areas for Providing Instruction

A common practice at the beginning of the school year is to concentrate upon those generally related competencies needed by all workers. As the year progresses, this emphasis gradually shifts to the development of competencies that are applicable to all occupations within a given area. In addition to the competencies already described, cooperative education requires instruction that develops competencies directly related to a student's specific job.

As shown in the following illustration, all cooperative education students need to develop **generally related competencies** and **directly related competencies.** The broken lines in the illustration are used to convey the idea that instruction in the various competency areas need not be organized as separate entities; rather, the teacher-coordinator should develop an instructional blend.


GENERALLY RELATED COMPETENCIES
Competencies needed in all occupations.
Competencies needed in occupations within a given area.
DIRECTLY RELATED COMPETENCIES
Competencies applicable to each student's career objective, needs, and specific job.
September
May

After consulting the resources listed below, teacher-coordinators will be able to identify competency areas which will form the basis for organization of instruction. Identification of directly related competencies will depend upon each student's career objective, an assessment of prior skills and knowledge, and -- in the case of cooperative students -- an analysis of the training station.

Resources To Help the Coordinator Identify Competency Areas for Which Instruction is Provided

- V-TECS catalogs of performance objectives, criterion-referenced measures, and performance guides for the occupations for which the course is classified. V-TECS catalogs are available from the VVCRC:

  Virginia Vocational Curriculum and Resource Center (VVCRC)
  2200 Mountain Road
  Glen Allen, VA 23060-2208
  804/261-5075

- Program Service Area Resource and Task Analyses Guides -- request from VVCRC (see above address).
- Competency-based course outlines -- from the VVCRC (see above address) and/or the Virginia Department of Education, P. O. Box 2120, Richmond, VA 23216-2120.
- Textbooks and other published materials.
- Experienced cooperative education teacher-coordinators.
- The Coordinator. As he or she gains experience, knowledge of the students and the community will figure more and more prominently in the development of the program.

Implement Competency-Based Education for the Cooperative Method of Instruction

Four Standards for CBE

1. Role-relevant competencies that include standards are identified and stated.

   Requirements:

   a. task/competency list
   b. performance objectives

2. Competencies are specified to students prior to instruction.

   Requirement: system for giving information to students.

3. Criterion-referenced measures (CRM) are used to measure achievement.

   Requirements:

   a. CRM for each task/competency
   b. method/procedure for testing or evaluating each objective

4. A system exists for documenting student competencies.

   Requirement: system for documenting student progress and achievement.

For each area in which competencies must be developed, coordinators should determine what a student must do in a competency area to be labeled as "competent." The resulting competency/task list should be developed to include performance objectives which tell the students what they must do to demonstrate mastery of a competency/task. Refer to the chart, "How to Use Vocational Education Materials for CBE Implementation," on page 95.

Developing Performance Objectives and Criterion-Referenced Measures

To develop performance objectives and criterion-referenced measures, the following format is suggested.

Performance Objectives. A performance objective has three elements:

1. The condition states what is provided for the student during his or her demonstration of task mastery.
2. The performance (behavior) states what the student is to do.
3. The standard explains the criteria for successful performance.

Example: Given a keyboard and a 5-minute time limit **(condition)**, key in straight copy **(performance)** at a speed of at least 45 wpm with no more than 5 errors **(standard)**.

Criterion-Referenced Measure (CRM). The CRM is the instrument used to determine the outcome of learning. CRMs should have the following characteristics:

1. The CRM is based on the performance and standard in the performance objective.
2. The terminology of the CRM should comply with that of the performance objective.
3. The method of measurement must be objective and appropriate.
4. The writer should avoid situations in which every task is measured by the same method (checklist, test, job sheet, etc.).

Example: Performance Objective -- Given a keyboard and a 5-minute time limit, key in straight copy at a speed of at least 45 wpm with no more than 5 errrors.
CRM -- Text of straight copy keyed in at a speed of at least 45 wpm with no more than 5 errors.

Identify Competencies Already Possessed by Students

Data secured from student competency records, pretests, personal interviews with each student, analysis of cumulative records, and personal interviews with other teachers should enable you to discover pre-existing competencies, strengths, and weaknesses. Analysis of this data will quickly lead you to the conclusion that whenever possible, classroom instruction must be individualized because every student in your class will have different jobs, goals, and needs, as well as varying degrees of entry-level competence.

You may develop a form, such as the one on page 97, to record information about each student. Note that the form not only permits identification of competencies in which a student is already proficient, it also permits recording of deficiencies. An analysis of these deficiencies will enable the teacher-coordinator to discern immediate training needs.

The teacher-coordinator can now organize the teaching-learning environment in a way that maximizes the probability that competencies needed by the student will be developed.

Develop Instructional Plans

Before developing an instructional plan, coordinators should be aware of the characteristics of the learning environment when the cooperative method of instruction is involved. Strive to include these characteristics into the plan you develop.

Where Competencies Are Developed

The three primary places where students engaged in the cooperative method of instruction develop needed competencies are:

1. The classroom. In the classroom, students learn principles, theories, and skills needed for job entry and advancement. It is also the place where deficiencies discovered at the training station are corrected.

2. Vocational student organizations. Many of the competencies needed by students can be developed through active participation in vocational student organization activities. For example, these organizations are an excellent teaching vehicle for developing competencies in human relations, employment principles and organization, money management, and work attitudes. Vocational student organization meetings can be conducted during regular classroom sessions. Performance objectives for each vocational student organization activity should be specified and procedures developed to work toward the accomplishment of these objectives.

3. The training station. On the job, the student applies principles and theories learned in the classroom and in vocational student organizations. It is also the place to develop competencies that cannot be developed at school. Further, deficiencies and weaknesses may be discovered while on the job that can be corrected in the classroom or through activities of vocational student organizations.

Teaching Processes Employed

Some occupational areas will have subject matter commonalities that are applicable to a wide range of jobs. This characteristic makes group processes feasible in many basic areas of technical knowledge. The teacher-coordinator should not, however, rely entirely upon group instruction. Individualized instruction which correlates classwork with job experiences, career objectives, and student needs is necessary if the school is to properly claim that it is offering cooperative education. For cooperative students, the correlation of classroom instruction and work experience is usually most effective when the technical information taught in class is being offered prior to or at the time the student needs that information at the training station.

Group processes can usually be employed when instructional content is of common concern to all students. Individualized methods should be used when topics concern individual students.

Cooperative Education: The Reality Check on the Blending of Academic and Occupational Skills

The dramatic changes occurring at the workplace underscore the need for a blending of academic and occupational competencies. The demand for advanced skills is a major trend, and employers can be very selective when they employ entry-level workers. In fact, these beginning employees are expected to demonstrate many of the skills formerly associated with supervisory positions. Students must develop skills such as teamwork, crisis management, self-management, and the ability to solve recurring problems if they are to be ready for the 21st century. All the "new" competencies expected by employers represent an integration of academic and occupational disciplines. Living, learning, and working require a blending of academic and occupational skills almost every minute of every day!

Cooperative education helps to bring it all together for the student through the application of classroom instruction in a real-world, pressured, demanding environment that requires on-the-spot use of judgment, coping, human relations, teamwork, and technical skills. "Co-op" is the vehicle that enables students to make the transition from theory to practice, testing them in a caring, business/education partnership mode until they are fully ready to take their place as competent, productive workers with a sense of purpose, a sense of urgency, and the common sense that comes from blending academic and occupational disciplines and skills.

Why Flexibility Is Essential

The teacher-coordinator should organize the class in a manner that will give the flexibility needed to:

A. Rearrange instructional sequence. The coordinator places a student in a training station where one of the first job duties is to take stock inventory. Classroom instruction in conducting inventories must be scheduled early in the school year for this student.

B. Add and delete instruction. A student is already proficient in 10-key pad operation but needs remedial work in math. This situation will require the coordinator to delete 10-key pad operation and add instruction in math.

C. Vary the length of instruction. A particular student may need more instruction in work adjustment than another. Other students may need more than the normal number of hours to become competent in other areas.

D. Vary the content of instruction. Consider three students studying computer operations. One works in a legal office, one is in a hospital transcription pool, while the other works for an architectural firm. The content of the instruction in computer operations should be different for each program service area.

Flexibility can be achieved with a combination of group processes and individualized processes. One way to individualize is to develop self-contained instructional units that can be taken from the teacher-coordinator's files as needed.

In most instances it is not necessary to develop elaborate instructional materials since many are already commercially available to help you teach almost any competency a student may need to develop. Instructional material development, in almost all situations, need be no more than the arrangement of currently available materials into a form that permits individual study.

Sequence Instructional Units

The manner in which a coordinator sequences instruction deserves careful consideration. Some things to keep in mind when determining the order in which to sequence instructional material follow.

1. Correct as early as possible deficiencies that will affect a student's changes of placement at a training station.
2. Teach skills before or during the time they are needed at the training station.
3. Teach as early as possible those skills that will enable student placement.
4. Teach essential things first.
5. Proceed from the simple to the complex.
6. Teach a student how and why a job is done.
7. Teach a student the tasks performed most frequently at the training station.
8. Make certain the student has the opportunity to practice the entire job under conditions that simulate actual training station conditions.

9. Intersperse throughout the course integrated exercises where a student has the opportunity to practice complete job segments.

10. End the course with a simulation requiring total job performance.

HOW TO USE VOCATIONAL EDUCATIO[illegible]ATERIALS FOR CBE IMPLEMENTATION

1. Review occupational information. Detailed information concerning the occupational domain is contained in the service area resource. Review specific program or course information to determine if the occupational titles and descriptions are appropriate for the local setting.
2. Review task/competency list. Review the task/competency list to determine whether all task/competencies are included for the region or locality in which the program or course is offered. If additional task/competencies are required for the program/course, they will have to be developed and included in the instructional program.
3. Verify outlines and sequence competencies. Review outlines to ensure that the suggested sequence of task/competencies is appropriate for the locality. If additional task/competencies have been identified or if the sequencing needs to be changed, adjust accordingly.
4. Identify criterion-referenced measures. Construct or select criterion-referenced test and assessment materials. Criterion-referenced measures and tests will have to be developed for all additional competencies identified by the teacher-coordinator.
5. Identify instructional materials. Develop or select instructional materials such as student handouts, learning packages, modules, or lab exercise sheets. Instructional materials currently being used should be reviewed to determine compatibility with the competencies identified for the program/course.
6. Select a recording system. Design or select a student recording system. The decision to select a particular recording system will depend on program requirements and local administrative procedures.
7. Field test and revise. Test and revise the instructional materials as the final step.

Program of Studies and/or Service Area Resource	Course Outline	Task Analyses	V-TECS and Other Supplementary Resource Materials	Teacher-Coordinator Other
X				X
	X	X		X
	X	X		X
		X	X	X
		X	X	X
X				X
				X

(SAMPLE)

STUDENT NEEDS ASSESSMENT

Cooperative Education

_____ School

Name_____
Career Objective_____

OCCUPATIONAL SKILLS RATINGS*

FUNDAMENTALS	4	3	2	1
English (Communications)				
Mathematics				
Reading				
OTHER SKILLS				
PERSONAL EMPLOYABILITY SKILLS				
Ability to Follow Instructions				
Attendance/Punctuality				
Cooperation				
Courtesy				
Dependability				
Initiative				
Loyalty				
Personal Appearance				
Tactfulness				
Composite Rating:				

*4-point scale: 4 Excellent; 3 Good; 2 Average; 1 Poor

CAREER CHOICE

	Yes	No
Student possesses realistic view of expectations of chosen career.	___	___
Student possesses basic skills needed to obtain job in career area.	___	___
Student possesses specific job skills in career area.	___	___

Career Choice ___is realistic
___should be redirected toward_____

Possible Training Stations
1._____
2._____
3._____

Training Station Interviews
1._____
2._____
3._____

IMMEDIATE TRAINING NEEDS

_____
_____
_____
_____
_____
_____
_____

SIGNATURES

_____
Teacher-Coordinator

_____
Student

PLACING STUDENTS ON THE JOB

One of the most critical events within the cooperative method of instruction is securing jobs for students. Prior to this time, the coordinator has assessed the student's qualifications and has evaluated potential training stations. The student now becomes involved actively, with the assistance of the coordinator, in preparation for entry into the job market. A major role of the coordinator is to assure that each student's entry into the world of work is a pleasant and rewarding experience.

Preparing Forms for Employment

Completing employment forms is the first major task for the student. Certain forms are required by businesses in the private sector as well as local, state, and federal government agencies. Other forms, while not required, are valuable because they help assure a smooth transition to the world of work. In governmental agencies, job applicants are required to sign statements attesting to the validity of the information given. The coordinator should help the student to obtain, understand, and prepare all forms.

All the employment papers discussed in this activity could be included in a student portfolio. Also included should be skill certificates, achievement awards, and letters of recommendation.

Application Form

Most employers require prospective employees to complete a job application form. If the coordinator has a copy of this form, the coordinator should assist the student in its preparation. If no specific application form is available, the coordinator should review sample forms with the student so that the student, if requested to fill in an application at the interview, can do so without difficulty.

Previous work experiences should be explained concisely, and correct grammar used. Students should be told that when a question on the application does not apply, they should type "N/A" or "Not Applicable" in the appropriate spaces rather than leave them blank. This procedure indicates that the items were not overlooked.

Coordinators who place students in local, state, and federal agencies will need to give careful attention to the application forms, because forms used by these agencies are usually more complex than those used by businesses in the private sector.

Personal Data Sheet

A well-prepared resume, or personal data sheet, will aid the student in completing the application form. Even if the company does not require completion of an application form, a personal data sheet can be provided by the student.

The personal information should include the name, address, social security and phone numbers of the student; as well as career or job objective, work experience to date (if any), pertinent schooling and coursework, and class rank (if known). It can also list honors and awards obtained; membership in student and/or civic organizations such as FFA, DECA, or Scouting; and relevant hobbies or interests. Finally, it should include three permission-granted references, or state that references are available upon request.

A number of reference materials are available to aid in formatting individual resumes. Above all, they should be truthful, accurate, and easy to read. A well-written resume is a professional document that provides both an introduction for the student and a springboard for the interviewing process.

Social Security Number

The coordinator should be sure that the student has a social security number. The Internal Revenue Service requires all dependents to have a Social Security

number by age two, and the State Board of Education requires that a Social Security number be included in every student's cumulative file unless a waiver is granted. Because of the many requests made for the social security number by employers, students should be encouraged to memorize and carry their Social Security number at all times.

Introduction Card

The student should be provided with an introduction card to present at the interview. Some governmental agencies require a letter certifying that the student is enrolled in a cooperative program. A sample introduction card is shown on page 109.

Form W-4, Employee's Withholding Allowance Certificate

A review of the W-4 Form with the student is recommended. A student will usually have only one exemption. If the student is not expected to earn enough money to pay taxes, the word "Exempt" may be written on the form. If the student is expected to work a full calendar year and earn enough money to pay state and federal taxes, the word "Exempt" should be omitted so that taxes will be withheld from earnings.

Student Preparation for the Interview

The job interview is a challenging activity for the student participating in a cooperative program. The student may be alone with a stranger, in an unfamiliar atmosphere, answering a number of questions. Responses, along with personal actions, will qualify or disqalify the student for the job. Obviously, this experience may cause student anxieties and frustrations which should be anticipated and dealt with by the coordinator.

The student should understand the significance of the interview; that it is a method used by the employer to obtain qualified workers. For the employer, the purpose of the interview is to ask questions and to observe the interviewee's actions to determine if the person is the best qualified in skills and personal characteristics to meet the employer's needs. For the prospective employee, the purpose of the interview is to present qualifications and to persuade the interviewer that he or she is the one for the job. The interviewer questions and observes; the interviewee responds in a convincing and positive way.

In preparing the student for the interview, the coordinator should cover the following areas:

- Reporting for the Interview

  Students must be prepared for the physical aspects of the interview. Promptness, appropriate dress, personal hygiene, and personality displayed at the interview are factors which will weigh heavily in the interviewer's decision. Sufficient travel time should be planned to arrive a few minutes before the interview. Students must be reminded to go alone for the interview. This is not an occasion to take along parents or friends. Appropriate dress implies attire suitable to the trade or occupation. Interviews conducted for an office occupation, for example, require business attire. Personal hygiene includes cleanliness, effective deodorant, appropriate facial makeup, hair grooming, and other aspects which convey a neat appearance. The student is making an impression from the moment of entry to the interview. Clothing, neatness, mannerisms, and behavior reflect the personality of the student to the employer.

- Student Qualifications and Requirements

  Through self-evaluation and teacher evaluation, the student is aware of skills and knowledge possessed and can state them specifically and in a positive manner. Example: "On my last typing speed test for five minutes, I typed 45 words per minute with four errors;" not, "I type about 45 words per minute." Statements in specific terms can be made about all occupational competencies. The duties of the job and the levels of expected performance should be known by the student. This information, along with a knowledge of the business, create favorable impressions with the interviewer. The previously completed training station evaluation will provide the coordinator with this information, which can be given to the student.

- Student Characteristics of Attributes Employers Look for during Interviews

  Based on a survey of employers in Arlington, Virginia, a list was generated to determine the characteristics or attributes employers look for during interviews. Twelve areas of questioning were generally used by employers. Each area contained descriptive qualifiers. Questionnaires were sent to large and small businesses. Employers were requested to indicate the most important time segment of the interview (first 5 minutes, second 5 minutes, or third 5 minutes), and to share some "definite don'ts" about the interview.

  Although all areas listed on the questionnaire were considered important, employer's responses, in rank order, were as follows.

Rank	*Characteristic or Attribute*	*Qualifiers*
1	Qualifications	School Achievement
2	Initiative	Expresses willingness to learn
3	Alertness	Gives intelligent responses
4	Oral Communications	Expresses ideas clearly
5	Maturity	Appears emotionally stable
6	Physical Appearance	Proper grooming
7	Interest	Asks questions about job
8	Personality	Is poised
9	Attitudes	Has positive outlook on life
10	Respectful	Pays attention
11	Personal Manners	Is courteous
12	Compatibility	Indicates a spirit of cooperativeness

Of the three five-minute segments of the interview, the first five minutes was considered the most important.

Some "definite don'ts" include the following:

- Don't be late.
- Don't chew gum or smoke.
- Don't try to take over the interview.
- Don't appear overly aggressive.
- Don't come on too "chatty."
- Don't be concerned primarily with financial aspects.
- Don't introduce abstract comments.
- Don't come on too strong in selling yourself.
- Don't wear inappropriate clothing.
- Don't let emotions, especially negative ones, enter into the interview.
- Don't talk too much -- be a good listener.
- Don't try to interview the employer.
- Don't go for the interview without knowledge of the company.
- Don't forget to follow up the interview.

- Questions Asked during the Interview

  The effectiveness of rehearsing a student on questions and answers is questionable, because one cannot anticipate how a student might react to similar questions at a different time and in a different situation. However, sample questions can be beneficial so that students can become knowledgeable about the wide range of questions asked. Most companies will avoid asking questions of an extremely personal nature, respecting the law pertaining to a person's rights to privacy. Many companies provide free literature pertaining to the interview, and most include possible questions which might be asked of the applicant. A partial list is provided below.

  - What are your plans for the future?
  - Why did you choose this field for a career?
  - What are your occupational skills?
  - What do you believe to be your best work in school?
  - In what school activities did you participate?
  - What kinds of activities fill your spare time? Your hobbies?
  - Do you have a good school attendance record? Tardy record?
  - What do you know about this company?
  - Do you prefer working with people or by yourself?
  - What are your future education goals?
  - How can you substantiate that you are dependable and responsible?
  - What are some of your pet peeves?
  - In what way do you influence your friends?

Reasons for Rejecting Job Applicants

A statewide survey was completed by the Advisory Council for Technical-Vocational Education in Texas. The following reasons were given for rejecting job applicants after the interview. They appear in order of priority.

- Little interest or poor reasons for wanting a job.
- Applicant has a past history of job-hopping.
- Inability of applicant to communicate during a job interview.

- Immaturity (other than chronological age).
- Personal appearance.
- Manners and mannerisms.
- Personality.
- Lack of job-related skills.
- Poorly filled-out job application form.

Conduct During the Interview

The following list of tips may be useful in helping the student learn how to act during the interview.

- Be serious about the interview -- the interviewer is.
- Remember that questions are asked to determine student qualifications for the job.
- Smile sincerely and be extremely tactful, especially at the beginning of the interview. A good first impression weighs heavily on the interviewer's judgment.
- Look at the interviewer when listening and speaking and avoid slang expressions. The student is being judged for maturity from the things said and emotions displayed.
- Know the duties required of the job and facts about the company.
- Articulate qualifications in a positive, confident manner.
- Emphasize strong points.
- Speak distinctly and answer questions completely, avoiding short answers. The interviewer wants to find out how well you express yourself.
- Plan positive remarks about hobbies, school, your future, your friends, and current events.
- Avoid being overly critical about people and situations.
- If aspects of the job are unknown, ask questions. All questions should be purposeful. At the same time, too many questions might indicate that the student is a poor listener.
- Express willingness to learn new things. The interviewer might be trying to find out if the student is adaptable to new situations, equipment, etc.

- Be sensitive to stereotyping of people and jobs.
- Do not be overly aggressive -- nor overly timid.
- Terminate the interview cordially and politely.

Job Interview Follow Up

The job seeking process should not end with the interview. The student should be encouraged to write a short letter expressing appreciation for being considered and restate reasons for desiring the job. This action will not only leave a favorable impression with the employer, even if the student is not accepted, but it will also encourage a practice which should be used in securing future employment.

The coordinator should initiate procedures to obtain feedback concerning the student's performance during the interview. This feedback will enable the coordinator to help the student perform better during future interviews. To obtain feedback, many coordinators use an "Employer's Evaluation of Interview" form similar to the one shown on the reverse side of the *Introduction Card* at the end of this section.

The employer's feedback to the coordinator should reveal information that will benefit both the student and the coordinator. If the student is not accepted, the coordinator needs to know why in order to (1) reassess the needs of the employer for selection of another student, and (2) to find the weaknesses of the student as perceived by the employer so that remedial work can be undertaken before the next job interview.

Another important source of feedback is a coordinator conference with the student immediately after the interview. Feedback shared with the student can be beneficial in the following ways: (1) the student can become aware of weaknesses detected during the interview; (2) feedback can aid the student in re-evaluating job

qualifications; and (3) the student can have some insight on how to rebuild confidence for the next interview.

SAMPLE INTRODUCTION CARD*

(Front of Card)

INTRODUCTION

This will introduce _____ who is enrolled in the cooperative education program at _____.

This student is interested in the position of _____.

Report to: Firm _____ Interviewer _____

Address _____ Phone ___ _____

Appointment Date _____ Time _____

(SCHOOL NAME)

(SCHOOL ADDRESS)

_____

Teacher-Coordinator

Please complete the other side of this card and return to school in the attached, self-addressed envelope.

(Back of Card)

EVALUATION OF _____ DURING INTERVIEW:

APPEARANCE	☐ Favorable	☐ Acceptable	☐ Unfavorable
POISE	☐ At Ease	☐ Composed	☐ Nervous
ATTITUDE	☐ Cooperative	☐ Reserved	☐ Cocky
VERBAL EXPRESSION	☐ Clear, Logical	☐ Poor Grammar	☐ Unclear

☐ Will accept for employment: ☐ Summer ☐ Fall

☐ Will not accept for employment. Reasons: _____

_____

Date _____ Signature _____

Things student can do to make a more favorable impression during future interviews. _____

_____

_____

*Adapted from a card developed by Dr. Elaine F. Uthe as part of a set of materials on cooperative vocational programs developed during a project at Michigan State University.

PREPARING TRAINING SPONSORS

If the on-the-job portion of the cooperative method of instruction is to be truly cooperative, and if the work station placement is to be regarded as a bona fide training station, then an experienced employee of the organization must be designated to work with the student. This person, called the training sponsor, is a key individual in the cooperative method of instruction and is paramount to the overall success of vocational programs using cooperative education.

The willingness of the employer to hire cooperative students may not be indicative of the quality of experiences and training the student may receive while an employee of the organization. Unfortunately, some employers may become involved in the cooperative method because of the economic benefits their organization will derive from the participation. The educational benefits to the student may become a secondary concern. In a similar manner, coordinators should avoid becoming more concerned about getting students placed on the job than they are with the quality of the training stations. Still another factor that can impede a training station from becoming an educational laboratory is the lack of knowledge on the part of the training sponsor about his or her role in such an educational endeavor. Coordinators should ensure that the sponsor understands both the cooperative method of instruction and the role of the sponsor within it.

Coordinators should make a concerted effort to translate the theory of the cooperative method into the practice of successful sponsor preparation. One way to apply this theory is to create a sponsor development plan. This plan can in turn help the sponsor to provide relevant and meaningful experiences for the student. The sponsor development plan can be described as a written plan that identifies what the coordinator must do to prepare the training sponsor to be a better teacher of the student-trainee.

Preparation of a sponsor development plan can be viewed as consisting of two stages: (1) training sponsor preparation, and (2) continuing sponsor development. Strategies that can be used in executing the plan include interviews during individual visits, group conferences with several training sponsors, and written guidelines in the form of a sponsor training manual.

Training Sponsor Preparation

Training sponsor development begins to take place during the coordinator's first visit. This initial face-to-face contact is crucial to the success of sponsor development, for how the program is initially presented will ultimately determine the long-term relationship with the training sponsor. The preparation of the training sponsor for the role to be assumed sets the stage for all activities to be undertaken during the year.

The following are items that should be covered during the initial visit.

- Orientation to Cooperative Education
- Training Sponsor's Role
- Student's Role and Responsibilities
- School/Coordinator's Role

Orientation to Cooperative Education

The concept and philosophy of the cooperative method of instruction should be covered thoroughly. This discussion establishes the foundation for successful operation of the program. A study on cooperative education substantiates the importance of this discussion. In the study, expectations of students in cooperative programs were contrasted with expectations of participating employers. Results showed that students expected specific training for an occupation; academic credit for the work experience; varied and interesting work assignments; pleasant, fair, and

helpful supervision; at least the minimum wage; and experience leading to further training. The expectations of employers were quite different. They expected the students to have the ability to perform a variety of tasks, to exhibit good work habits, and to display desirable personal attributes. The employers wanted the school to provide specific occupational training, effective coordination, and solutions to problems that might arise. It has been noted that the study identifies a most critical potential defect of cooperative education: employers may view the student essentially as a part-time worker, while students expect the experience to have educational significance. The study indicates how essential an orientation component is to the development of a viable training station. All participants in cooperative education must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for renumerative employment for the student or for an employer to obtain part-time help. In the sponsor development plan, provision is made for this concept to be introduced and reiterated to training sponsors so that a thorough understanding of it can be gained by the training sponsor.

Training Sponsor's Role

Training sponsors need and want to know what is expected of them while participating in the cooperative method of instruction. A brief discussion of the sponsor's major responsibilities is sufficient during the initial session. Training sponsor responsibilities include the following:

- orientation of the student-learner to the training station and the position.
- training and supervision of the student-learner.
  a. Provide student with learn-by-doing experiences.
  b. Teach specific skills and attitudes.
- evaluation of student performance.

- counseling of the student-learner on job-related matters. (Development of good work habits and attitudes -- i.e., responsibility, dependability, etc.)
- communication with the coordinator about job-related matters concerning the student-learner.

Student's Role and Responsibilities

It is essential that the sponsor understands what is expected of a student enrolled in the cooperative method of instruction. The sponsor must be aware of the policies and procedures that apply to the student as well as the fact that the student has been selected to participate in the program to further a particular career objective. The sponsor should encourage the student to acquire particular career skills on the job through practice under supervision. Student responsibilities include the following:

- hours of work/school attendance.
- academic credit earned.
- adherence to specific school policies regarding participation in the cooperative method of instruction.
- communication with teacher-coordinator and training sponsor regarding job-related matters.

School/Coordinator's Role

The training sponsor also needs information about how the school experience and the teacher-coordinator fit into the cooperative partnership. Items that should be discussed include:

- provision for related classroom instruction (content and objectives of curriculum).
- coordinator's role
  a. as teacher
  b. as partner in cooperative enterprise (training plan).

- coordinator's visitation schedule
  a. purpose of visits
  b. preferred times established
  c. frequency of visits.
- related student organization involvement.
- evaluation -- of student and of total program.
- reporting -- policies and procedures.

Group Sessions

Although training sponsor preparation usually takes place during individual visits to each training station, a school-sponsored group function where employers and/or training sponsors are brought together can prove beneficial. The purpose of such an activity may be for sponsors to hear a presentation on the cooperative method, to participate in a workshop, or simply to exchange ideas.

Ideally, such a session is scheduled as a luncheon or afternoon meeting held at the school or area vocational center. It may be desirable to go to a community or business location. The session should not be too long and probably will be well attended if held during the middle of the regular work week. The coordinator should be responsible for making all the necessary arrangements and planning the agenda.

In large school systems, a joint activity with coordinators and training sponsors from several high schools may be advisable. The session can be planned by all or a committee of coordinators. With this type of session, training sponsors from all over the city can be brought together for discussion and interaction among themselves and with coordinators.

Several topics that lend themselves to this type of session include:

- Sponsor Preparation -- held early in the year as an orientation.
- Instructional techniques workshop.
- Supervisory techniques with youth.

- Training sponsor's role in affiliated student organizations.
- Program evaluation.

Group sessions have many advantages and should be considered as a strategy in implementing a sponsor development program.

Continuing Sponsor Development

Once the foundation has been laid during the sponsor preparation phase and the training sponsor is aware of the instructional approach in cooperative education, the coordinator should reinforce the concepts and assist the training sponsor in the performance of responsibilities as the "off-campus teacher." This reinforcement and assistance is a continuous process and one that should be prepared in advance. It is carried out during the regularly scheduled visits of the coordinator to the training station. By means of observation and discussion with the student and training sponsor, areas of assistance needed by the training sponsor can be discovered. Care should be exercised, however, not to imply that the training sponsor is lacking in skill as an instructor or supervisor and therefore needs training. Rather, a collegial relationship where the sharing of information and expertise will result in a team approach should be stressed.

Consideration during the continuing phase of the sponsor development program should be given to preparation and utilization of the training plan, instructional techniques, supervisory techniques, student evaluation, integration of affiliated student organization activities, career awareness, and program evaluation.

Preparation and Utilization of the Training Plan

In the continuing sponsor development program, a thorough knowledge and understanding by the sponsor of the purposes of and techniques for use of the training plan are essential. After the initial conference items are described in the "preparation" stage, emphasis is given to the development and use of the training plan. Acquaint the sponsor with what a training plan is and what purposes it serves. Next, the joint planning of the training plan with the student, sponsor, and coordinator should be accomplished. A working session with all three persons present will expedite this planning session. Finally, a short period should be devoted to a review of the training plan by the coordinator and the training sponsor.

Although the use of a training plan will be continuous throughout the time a student is with an organization, a specific visit early in the sponsor development program should be devoted to an extensive discussion and development of the training plan. Involvement in the preparation of the training plan will help the sponsor become aware of the student's occupational goal. Also, the sponsor will then be more likely to provide adequate work activities and on-the-job instruction to assist the student in meeting individual objectives. (For additional information on training plan development, see the section, "Developing and Using Training Agreements and Training Plans," on page 71.)

Instructional Techniques

The coordinator should realize that the occupational competence of the training sponsor does not ensure teaching competence. In fact, training sponsors may assume that the learner can perform a task after being told and shown *once* how it should be done. Actually, research has shown that students can take from two to ten times longer to perform a task than is normally required by experienced workers.

Sponsor development in instructional techniques will be an on-going process. In other words, an entire session will not usually be devoted to instructional techniques. Rather, a sharing of information and spontaneous responses to a sponsor's manifested need will establish the format. This is easier said than done, for even though a coordinator has encouraged the training sponsors to discuss any concerns they may have regarding their instructional roles, most will be reluctant to communicate their teaching deficiencies openly with the coordinator. Therefore, the coordinator, by means of observation and individual discussions with the training sponsor and the student, must determine specific areas and topics where the training sponsor needs assistance.

The coordinator should avoid any implication that the training sponsor is incompetent as an instructor. The coordinator's task is to serve as a resource person to the sponsor, providing needed information and assisting the sponsor in fulfilling the responsibility as the "off-campus teacher."

Supervision of Youth

Supervision is the general charge of overseeing the student-learner on the job. For most students, the cooperative experience is their first contact with the world of work. Therefore, the supervisory techniques used by the training sponsor in dealing with the student are part of the foundation of attitudes and work habits that influence a lifetime of work and interpersonal relationships for the student.

The training sponsor, in conjunction with the coordinator, must help develop and foster the work habits and attitudes that a good worker needs. As a supervisor, the training sponsor has the responsibility to be a constructive counselor to the student-learner and to help the young person adjust to and find satisfaction and reward in work. Many training sponsors, however, may be unaware of the characteristics and behavior patterns of youth which make their supervision such a

challenge. A training sponsor's success in supervision will depend on an understanding of what youth are like and application of the general principles of good supervision to youth on the job. The coordinator must assist the training sponsor in developing and adapting the general supervisory techniques that are most productive in dealing with the student.

Student Evaluation

Monitoring the progress of the student is a responsibility of the training sponsor. Many sponsors may prove reluctant, however, to be honest and realistic about the student under their supervision when they realize that their evaluation will be considered in assigning an academic grade for the cooperative experience. Nevertheless, the training sponsor needs to note an honest and forthright assessment of the student's strengths and weaknesses so that recommendations and improvements can be made.

Ideally, evaluation should be a continuous process; i.e., when deficiencies are noted by the sponsor, an immediate informal session should be held to communicate the deficiencies to the student. Likewise, praise should accompany a task well done. The use of the "Evaluation" column on the training plan facilitates continuous assessment, and use of this column by the training sponsor should be encouraged by the coordinator.

On coordination visits during the school grading period, particular strengths and deficiencies of the student should be discussed by the coordinator and training sponsor. Strategies for improvement should be formulated and criteria for further assessment identified. Notations should be made by the coordinator on the evaluation section of the training plan. The presence of the student at such a session is advisable.

At the time of the evaluation, a coordination visit should be devoted entirely to the process. The coordinator will have an opportunity to work with the training sponsor in translating informal assessments into a more formal evaluation. At the same time, the coordinator can assist the sponsor in improving skills for evaluating student progress.

Integration of Vocational Student Organizations

Vocational student organizations are an integral part of a total vocational education curriculum. As such, they are an important component of the cooperative experience. Most training sponsors are unaware of the existence of student organizations, their co-curricular nature, and the many activities sponsored by them to achieve the objectives of leadership, skill, and citizenship development. Training sponsors need information about vocational student organizations, what goals they try to achieve, what kinds of activities students are involved in through them, and how training sponsors can assist in the vocational student organization curriculum component.

Although a discussion of the major goals, objectives, and activities of organizations is one way to convey this information to the training sponsor, a superior method is to gain support for an organization by inviting the sponsor to participate in the organization's activities. Attending regularly scheduled meetings, being a guest speaker at a local meeting, serving as a judge in local competitive events, or chaperoning an organization-sponsored trip are examples of activities in which a training sponsor may participate. Involvement will enhance the sponsor's understanding of an affiliated organization and the sponsor's role in the organization. The coordinator, through the planned sponsor development program, promotes such involvement.

Career Awareness

In addition to the obvious anticipated outcomes of the cooperative experience such as skill development and adjustment to the work environment, students should also become aware of the various careers available in the career cluster. Most students begin their cooperative experience believing that there are only a few occupations available to them. Effort must be given to helping students become acquainted with the many occupations available within a career cluster. Although some activities directed toward this goal can be part of classroom instruction, a more desirable way to learn of a career is through first-hand observation and exploration at the organization where the students are working. To provide such experiences for each student, the training sponsor and coordinator must plan the appropriate settings and desirable outcomes. These pre-planned experiences should be included in the training plan and may take various forms; i.e., a weekly or daily rotation for several weeks from one job to another for observation purposes, or as an alternative, an investigation by means of interviews of the various duties and job responsibilities of persons in different positions within the organization.

Regardless of the strategy employed, the important concept is that training sponsors be cognizant that career awareness is a desired outcome of the total cooperative method of instruction experience. Further, the coordinator is responsible to ensure that efforts are made to provide appropriate career awareness experiences for each student.

Program Evaluation

The coordinator should not only be concerned about the evaluation of individual students, but also of the overall effectiveness of the total cooperative program. How is the program contributing to the success of the total vocational program in the school?

One of the major components in this assessment is feedback from the people who are closely involved in the program. In addition to feedback from students and graduates, employers and training sponsors should be given the opportunity to express their views on the strengths and weaknesses of the cooperative program. Much valuable feedback can be obtained by informal conversations with training sponsors on routine coordination visits. Likewise, a group meeting with several training sponsors and employers can facilitate an exchange of ideas that will provide worthwhile information for evaluation purposes.

Finally, a well-developed formal survey soliciting responses from employers and training sponsors can serve as a mechanism for program evaluation. The survey should be designed so that information obtained will provide essential data for the improvement, continuation, and expansion of the program. Sample cover letters and survey forms to be used in following up with students and employers are included in the section entitled "Conducting the Student/Employer Follow-Up" on page 169.

Sponsor Development Calendar

When preparing a sponsor development plan, a good practice is to plan a calendar of events that you expect to conduct during the school year. The use of a calendar will help space the activities throughout the year.

As noted earlier, sponsor preparation will be one of the first items on the calendar. A typical four-month calendar may include the following:

AUGUST	Sponsor Preparation
(Interview or group session)	• Orientation to nature and philosophy of the cooperative method of instruction • Sponsor's role • Student's role • School/Coordinator's role

SEPTEMBER	• Initial training plan development • Discussion of "student progress report" • Discussion of curriculum for first 6-weeks session
OCTOBER	• Open House at school for all training sponsors • Invitation to several sponsors to attend monthly affiliated student organization meeting
NOVEMBER	• Luncheon/Workshop for sponsors Topic: Supervision of Youth

Training Sponsor Manual

A worthwhile strategy to be employed in a sponsor development program is the development and use of a training sponsor manual. The manual should be an attractive booklet containing pertinent information needed by the training sponsor. Information arranged in an attractive format and organized in a way to facilitate ready reference is an asset to the training sponsor and a beneficial addition to your sponsor development program.

Typically, the manual will contain the following items:

1. A short explanation of the cooperative method of instruction and individual program.
2. A copy of the employer/employee training agreement.
3. A copy of the parent/student agreement, if applicable (an additional agreement usually details parent/student responsibilities outlined in the training agreement).
4. An on-the-job orientation checklist (See page 127).
5. A sample training plan.
6. A curriculum outline -- topics to be covered in class.
7. Pertinent affiliated vocational student organization information.
8. A copy of the student evaluation form.
9. Other helpful information such as:

a. "Four Step Teaching Approach" (See page 129).

b. School calendar.

c. Labor law information.

d. School and coordinator's names and telephone numbers.

ADDITIONAL IDEAS FOR SPONSOR DEVELOPMENT

- Conduct a luncheon/workshop session on techniques of supervision.
- Conduct a session to discuss the learning process in simple terms. Sponsors should know how students learn in order to train effectively.
- Send out a newsletter telling about in-school related instruction.
- Conduct an open house of the affiliated vocational department.
- Conduct an appreciation event; i.e., Employer-Employee Banquet at which time a certificate can be awarded to sponsors.
- Inform all sponsors of pertinent training films and other resources.
- Invite sponsors to a meeting of your advisory committee.
- Conduct a session on how to evaluate the student-employee.
- Invite sponsors to attend a vocational student organization activity.
- Conduct in-service classes for supervisors. Employers are always appreciative of courses in the latest techniques in the vocational area.
- Invite sponsors to meetings of organizations to which you belong.
- Invite small groups of sponsors for dutch-treat luncheons to discuss a specific topic relating to the cooperative method of instruction.
- Ask sponsors to arrange a field trip for your class.
- Ask sponsors to serve as judges for local/regional events or to chaperone at state vocational student organization activities.
- Ask sponsors to be guest speakers in related classes.
- Ask sponsors to allow you to study a particular system within the employing organization (job analysis). Ask that they evaluate your procedures, survey instruments, etc.
- Ask sponsors to display materials during Vocational Education Week.
- Ask sponsors to arrange career awareness sessions for students in related classes.
- Explain procedures for making a final written evaluation of the student-trainee.
- Discuss with the sponsors the student's plans after graduation -- ask for advice and opinions.
- Ask for suggestions concerning future in-service education classes which you might offer at the local high school to help sponsors in their own education and improvement.

ORIENTATION CHECKLIST

Training Sponsor: Use one checklist for each student-trainee. Check each item as it is completed. Review information with the student-trainee after five days to insure thorough comprehension.

1. Introduce student-trainee to all persons with whom he/she will have contact. _____
2. Give the student-trainee a tour of the training facility. _____
3. Explain the duties of the student-trainee's first assignment. _____
4. Inform student-trainee as to who will supervise and give orders to the student-trainee. _____
5. Inform co-workers of their relationship to student-trainee and solicit their cooperation. _____
6. Inform student-trainee of arrival time, quitting time, check-in, and check-out procedures. _____
7. Inform student-trainee of lunchtime and relief procedures and regulations. _____
8. Inform student-trainee of facilities available such as rest room, lunchroom, telephone, coat rack, etc. _____
9. Inform student-trainee of time-recording procedure, pay schedule, deductions from pay, and computation of wages. _____
10. Inform student-trainee about any information which is to be kept confidential. _____
12. Familiarize student-trainee with employee benefits. _____
13. Inform student-trainee of clauses in a union agreement, if one exists, that pertain to cooperative students. _____
14. Inform student-trainee of promotional possibilities in the firm. _____

FOUR STEP TEACHING APPROACH

One instructional theory that is quite simple and is a tried and true model for teaching is the Four Step Teaching Approach developed by the psychologist Herbert in the early 1800's. You can convey this approach to training sponsors to help them develop their instructional competence.

1. PREPARATION

   - Prepare the learner:
     a. Put learner at ease.
     b. Explain the reason for instruction -- motivate learner.
     c. Get complete attention.
   - Prepare the lesson:
     a. List or decide on major points to be presented.
     b. Determine how you will present the material.
     c. Decide upon a standard of performance.
     d. Make available all materials learner will need.

2. PRESENTATION

   - Present the material to be learned.
   - Teach one point at a time and do so slowly.
   - Pause to allow time for questions during the presentation.
   - Review the material.

3. APPLICATION

   - Let learner demonstrate the procedure.
   - Ask questions about procedure to assure learner understanding and correct any mistakes.
   - Assist when necessary during the initial tryout and for the first few times the procedure comes up again.

4. EVALUATION

   - Check the learner in the actual work setting against your established standards of performance.
   - Correct errors.
   - Encourage questions.
   - When satisfied that the learner can perform at established standard, allow him/her to assume the responsibility.

PROVIDING COMPREHENSIVE COORDINATION

The responsibilities involved in coordinating a vocational education occupational program using the cooperative education method of instruction are many and varied. Released time from teaching should be given to conduct these activities. Coordinators should provide administrators with a weekly schedule of their activities. (A sample of such a record may be found on p. 139.) Otherwise, coordinators may be assigned school duties or be asked to cover other classes during what the administration may perceive to be "free time."

The most important coordination activity is making visits to training stations. Another important activity is preparing reports. This section outlines these activities and offers suggestions for their accomplishment.

Making Training Station Visits

To discuss with students their individual training stations and job situations and relate classroom instruction to different training station environments, the coordinator will need to be as familiar as possible with each task students perform. Coordinators should make a visit to each training station at least once each month to observe and evaluate student-trainee progress and to assess additional training needs to incorporate related training in the classroom. If monthly visits are not possible, coordinators should make at least one visit each six weeks.

Initial Training Station Visits

The following eight guidelines should be considered when making initial training station visits:

1. Call the training sponsor to make an appointment for your visit, preferably one week in advance. Allow 30-45 minutes per training station visit.

2. Plan the purpose of the visit and take necessary materials. If this is the first visit since the student was selected, take the training agreement and the training plan. If they are available or desired, coordinators may use a training sponsor's manual and any additional employer evaluation forms.

3. Upon arrival at the training station, ask to see the student's training sponsor.

4. If this is a new training station, explain the roles of coordinator and training sponsor.

5. Review with the sponsor the training sponsor's manual, if available.

6. Review the training agreement form and ask the training sponsor to sign it. Ask that a copy be retained for the training station file.

7. Discuss the overall function of the training station and the role of the student-trainee within it.

8. Discuss the evaluation process with the training sponsor.

Subsequent Training Station Visits

After the placement process is completed and the student is working in accordance with the training plan, the coordinator will need to establish a plan of visitation and counseling. This is a vital part of the coordination process and a basic link between the school and employers.

Coordinators should have a purpose for each visit worthy of the training sponsor's time. Here are some purposes for coordination visits.

- Student Evaluation Procedure

  Plan an evaluation visit each grading period for the purpose of establishing assessment for the student. In developing guidelines for grades, the on-the-job portion of the grade should not outweigh the classroom instruction.

  It will be necessary for the coordinator to visit the training station near the end of each grading period for the purpose of helping with the evaluation. The evaluation portion of the training plan should be recorded by the coordinator based on input from the employer during the visit.

  The training sponsor should understand how the evaluation report will be used. The student's grade should be based on classroom grade and job performance. The coordinator should discuss each evaluation report with the student in a private conference so that strengths and

weaknesses can be identified. It is encouraged that the training sponsor provide evaluative input to the student during the training process.

- Employer Acquaintance With Related Instruction

  The training sponsor typically will have no direct contact with the related training provided by the school. The coordinator therefore must keep training sponsors informed about related training and give them an opportunity to suggest special areas of training relevant to the tasks the student is performing on the job. Coordinators may want to inform training sponsors of difficulties in providing directly related instruction such as obtaining suitable reference materials--sponsors may be able to donate materials not available at school.

  Training station visits should result in a better understanding by the employers of what students are doing in the classroom. Items such as study guides, reference books, and completed assignments will serve as excellent topics of conversation with training sponsors and give them some evidence of the character and quality of the classroom work. Continuous reference to the relationship between directly related instruction and work experiences will strengthen vocational programs using the cooperative education method of instruction.

- Reconciliation of Periodic Report of Training

  A general practice is to have each student complete a periodic report of training to keep the coordinator informed of the nature and scope of the on-the-job experience. This report can also be used to trace any potential problems that may arise. For example, a student-trainee may report week after week that the same routine work is being performed. A coordinator may assume that the student-trainee is not reporting job experiences accurately, or that the training sponsor is not allowing the student new areas of job experience. A visit to the training station may be necessary to determine the reason.

- Introduction of School Administrators to Employers

  Coordinators should provide opportunities for school administrators to visit students on the job and meet their training sponsors. Such visits will serve to encourage administrators' appreciation and awareness of the problems involved in vocational programs using the cooperative education method of instruction. Administrators will be attentive to community feedback of this kind. Visiting training stations jointly with the principal has sufficient value to justify periodic occurrence throughout the year.

- Observation

  A coordinator will occasionally want to observe the student-trainee at work. This will provide an opportunity to sample attitudes of co-workers, receive ideas and suggestions for related study, identify needs for the student's personal improvement, provide an awareness of the general attitude toward the student, become aware of the training

station environment, foster alertness to the quality of the on-the-job training, and follow the general progress of the student.

The Visitation Process

The first step in preparing for a visit to a given training station is to check the visitation record so that the date, purpose, and results of previous visits can be reviewed. Various aspects of prior visits may require follow-up.

A review of purposes of previous visits may suggest an appropriate purpose to assign to the current visit. The purpose of the visit will determine which materials, if any, should be assembled to take.

The experienced teacher-coordinator may find mental notes to be sufficient, while other individuals may find it to their advantage to prepare a written list of leading questions. Diplomacy and tact are essential during the visit.

An appointment should be made with the training sponsor. Arrive promptly and be prepared to proceed with the conference. The conference should be conducted in a setting that will enable the training sponsor to give undivided attention to the matter at hand.

The visitation process will be completed when notes are prepared for use in student counseling. The intensity and need for counseling will vary with the purpose and results of the visit. If the purpose was to work with the employer in adjusting a problem, counseling will be mandatory as soon as possible.

A list of "Do's" and "Don'ts" when making training station visits is given below.

VISITING THE TRAINING STATION

DO	*DON'T*
• Plan a weekly calendar and establish a schedule for your visits.	• Coordinate by telephone.
• Have an objective for each visit--to evaluate and observe the student, etc.	• Follow a set pattern for each visit.
	• Leave the impression that you have a lot of free time.

DO	*DON'T*
• Leave a copy of your daily itinerary in the school office.	• Turn the visit into a social call.
• Be friendly but professional.	• Go directly to the student.
• Contact the training sponsor when you enter.	• Give the impression of snooping.
• Be alert and observant.	• Depend on memory for details of the visit.
• Be alert for the training sponsor's signal that the conference should end.	• Prolong the visit and waste the training sponsor's time.
• Have a private student conference concerning the training station visit.	• Point out the student's mistakes or bad practices while at the training station.
• Be objective and willing to learn.	• Pass yourself off as an expert or authority.
• Observe the student at work.	• Interrupt or interfere with the student's work.
• Treat all information and records as confidential.	• Discuss the student's problems at school.
• Be loyal to the teaching profession at all times and strive for improved relations.	• Criticize school policies, procedures, curriculum, etc.
• Take notes as soon as you leave.	

Suggested Steps for Resolving Conflicts

1. Identify the problem early before it becomes serious.
2. Postpone making any decision or taking any action until you have talked with all parties--especially the student.
3. Identify all possible solutions or alternatives.
4. Carefully weigh the merit or value of each solution in terms of what it does to the student, the program, the employing organization, and the school.
5. Determine good, better, and best choices; also determine the choices that you cannot accept.
6. Discuss the situation and alternatives with the student and the training sponsor, stating the advantages and disadvantages of each.
7. Develop a plan of action that is acceptable to all.
8. Carry out the plan of action.

9. Follow up later to see if the plan is working or if further adjustments need to be made.

10. Set up a grievance committee to assist in decision making and to support the coordinator's corrective action. Examples of committee members might be the principal or assistant principal, a guidance counselor, a department chairperson or another teacher or teacher-coordinator.

Preparing Reports

Periodically during the year each coordinator must complete and submit certain reports to the appropriate Program Service Area, Virginia Department of Education. This section will help coordinators to become acquainted with the reports, review the purpose of each, and examine sample reports that have been completed. A section dedicated to the required training agreement and plan is included in this guide on p. 71.

Vocational Education Monthly Plan and Report

It is strongly recommended that a coordination activity plan/report be completed periodically by teachers with scheduled coordination time. Coordinators should keep a daily log of activities. It is recommended that a weekly itinerary be prepared as well. Sharing a report of activities with local administrators will support the use of coordination time.

Annual Wage and Hour Report

At the end of the year, coordinators are required to complete an Annual Wage and Hour Report. This report is found on page 151. This will record where all students were employed for the year, as well as their job title, hourly rates, and total earnings. Information needed to complete this report may be obtained from the students' Weekly Report of Training or some other identified method.

Annual Report

An annual report, although optional, is strongly recommended by the Virginia Department of Education. This report allows coordinators and other vocational education teachers a chance to let the school administration know what vocational education programs using the cooperative education method of instruction have achieved. A suggested outline of topics to be covered is shown below. The report can also be used for other public relations purposes.

COOPERATIVE EDUCATION

ANNUAL REPORT

I. PURPOSES OF THE DEPARTMENT (State purposes)

A.
B.
etc.

II. PHYSICAL PLANT (if applicable)

A. Present Facilities
B. Recommendations for Improvement
   1. Capital Outlay--Additional Facilities Needed
   2. Service and Repairs

III. CURRICULUM

A. Improvements Made During the Present School Term
B. Recommendations for Improvement

IV. STUDENT DATA

A. Enrollment
B. Earnings
C. Graduates
D. Placement Service
E. Follow-up
F. Recruitment
G. Prospects for Coming School Term
H. Recommendations

V. STAFF

A. Qualifications of Present Staff
B. Activities of Present Staff
C. Recommendations

VI. PUBLIC RELATIONS

A. Within the Department
B. With Administration
C. With Other Departments of the School
D. With Community
E. Recommendations for Improvement

VII. VOCATIONAL STUDENT ORGANIZATION ACTIVITIES

VIII. SUMMARY

Reporting Co-op on VERS and All Enrollment Reports

The following information is offered as a reminder when you report cooperative education on VERS and other reports that require course codes:

- On VERS reports, report only cooperative education students who meet state guidelines--those taught by the coordinator. Follow local guidelines when reporting in your school division.

- Only "co-op" students enrolled in courses approved for the cooperative method of instruction should be reported as "co-op" on VERS reports. (Be sure to include students who are not currently working in your total enrollment on reports.)

- Only cooperative education coordinators should report "co-op" students. Coordinators are asked to inform other teachers that they are not to report students as "co-op."

- If a coordinator teaches a co-op student in more than one class, report the student as "co-op" out of only <u>one</u> class.

- For released time for coordination, use the **instructional** code, section X in the VERS manual code, for cooperative education coordination:

  6799--Cooperative Office Education Coordination
  8099--Agriculture Education Occupational Experience Coordination
  8199--Marketing Education Co-op Coordination
  8299--Home Economics Occupational Co-op Coordination
  8399--Health Occupations Education Co-op Coordination
  8999--Industrial Cooperative Training Coordination
  9099--Work Experience Co-op Education Program Coordination

  Please use these codes consistently on all reports.

- Do not use the non-teaching code (0109) for coordination.

NOTE: This is a sample of a type of record that may be used to report upcoming coordination activities to administrators.

WEEKLY PLANNING CALENDAR
COOPERATIVE EDUCATION

Plan for week of _____ through _____

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

REMARKS: _____

_____

_____

NOTE: This is a sample form that may be used in addition to the training agreement (see section 7) to detail school requirements to parents and students. It does not replace the training agreement sections for parent and student responsibilities.

SAMPLE*

AGREEMENT -- PARENT/GUARDIAN

FOR: COOPERATIVE EDUCATION

HIGH SCHOOL_____DATE_____

1. The student's first responsibility is to the school. It is the student's responsibility to make satisfactory arrangements with the employer concerning work schedule on those occasions when presence is necessary at school.

2. The student in a vocational education program using the cooperative education method of instruction is subject to all school regulations.

3. The student will not terminate a job without the approval of the coordinator.

4. The employed student, upon completion of daily classes, must report either to the job, go home, or remain in school for a supervised activity as directed by the coordinator.

5. The student who is between jobs must, upon completion of daily classes, remain at school under supervision or engage in other activities as directed by the coordinator.

6. The student will be expected to conform to the requirements of the school and the employer with respect to grooming.

7. The student will conduct self in a manner that will reflect credit to self, school, and employer.

8. No student will work on days when absent from school unless advance permission has been given by the coordinator. Violations of this rule will be treated as truancy. It is the responsibility of the student to notify the coordinator and the employer by 10 a.m. on a day when absent.

9. The student who loses a job because of negligence or misconduct may be dropped from the program and lose credit for the course.

10. Transportation to and from the place of employment is the responsibility of the student. Transportation arrangements must meet with the approval of parents and school administration.

11. The student is responsible to submit reports to the coordinator when required.

12. On-the-job training of the student is the responsibility of the school. The coordinator must approve all jobs and reserves the right to change the student's job if deemed necessary.

13. Employment conditions, including total hours worked by the student, will be regulated by the coordinator and the employer -- minimum average of 15 hours per week.

14. Parents or guardians will assume responsibility for the conduct and safety of the student from the time of leaving school until reporting to the job, and from the time of leaving the job until arrival at home.

The undersigned have read and agree with the policies listed.

_____ _____

Student Parent or Guardian

*For use, have approved by local school administration.

NOTE: This is an optional form that may be used in addition to the training plan at the end of each grading period, if desired. **This does not replace the training plan.**

SAMPLE
COOPERATIVE EDUCATION
EMPLOYER EVALUATION REPORT

EMPLOYER_____ DATE_____

SCHOOL_____ STUDENT-TRAINEE_____

TRAINING SPONSOR_____

Your evaluation of the student-trainee enables us to provide better instructional training. Your rating is used in determining the student's nine week grade. Please check the rating most applicable.

Personal Traits	Out-standing	Above Average	Satisfactory	Needs Improve-ment	Comments
Appropriate appearance					
Personal hygiene					
Personality					
Speech					
Desire to learn					
Cooperation					
Initiative					
Adaptability-flexibility					
Reliability					
Tact					
Dependability					
Self-confidence					
Ability to	**Out-standing**	**Above Average**	**Satisfactory**	**Needs Improve-ment**	**Comments**
Follow directions					
Understand instruction					
Take criticism					
Attend to details					
Keep at the job					
Get along with others					
Use good judgment					

(continued on back)

Times absent this evaluation period_____

Times late_____

Overall rating of student-trainee. Please circle one:

5--Outstanding 4--Good 3--Meets Expectations 2--Needs Improvement 1--Unsatisfactory

Comments that would assist the coordinator in student training:_____

_____

_____

_____

Has this report been discussed with the student-trainee?_____Yes_____No

_____ _____

Signature of Rating Official Title

_____ _____

Student Signature Date

NOTE: This is an optional form that might be used for reporting coordination activities to local/state administrators.

SAMPLE
VOCATIONAL EDUCATION
MONTHLY PLAN AND REPORT

NAME _____ DATE OF REPORT _____
SCHOOL _____ Total Number of Cooperative Education Students ___
DIVISION _____ Total Number of Students Employed ___

(Check one) AG ED☐ BE☐ EFE/WECEP☐ HECE☐ HOE☐ ME☐ T&I☐

DAILY REPORT OF ACTIVITIES FOR THE MONTH JUST ENDING

This section should be completed by each cooperative education coordinator. Report only those activities that occur during the coordination time of the regular school and/or those activities that occur during the extended contract time.

M ___	
T ___	
W ___	
T ___	
F ___	
M ___	
T ___	
W ___	
T ___	
F ___	
M ___	
T ___	
W ___	
T ___	
F ___	

(continued)

DAILY REPORT OF ACTIVITIES FOR THE MONTH JUST ENDING (continued)

M___	
T___	
W___	
T___	
F___	
M___	
T___	
W___	
T___	
F___	

ACTIVITIES FOR COORDINATION TIME PLANNED FOR COMING MONTH

(List upcoming planned activities in the following areas)

Coordination
Co-Curricular Activities
Public Relations
Guidance
Professional Development
Departmental Improvement

REPORTS SHOULD BE SENT TO THE APPROPRIATE PROGRAM SERVICE AREA,
VIRGINIA DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND, VA 23216-2120

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EXAMPLES OF ACTIVITIES THAT ARE PERFORMED BY COORDINATORS

In-School

1. Confer with administration and guidance department.
2. Interpret the program to students and staff.
3. Conduct school survey.
4. Select students.
5. Conduct orientation program for students.
6. Check equipment and room layout.
7. Check student records.
8. Develop and update instructional material.
9. Secure supplies and materials.
10. Review labor laws.
11. Review labor market data.
12. Schedule resource persons.
13. Prepare reports.
14. Confer with students regarding job evaluations.
15. Participate in vocational student organization activities.
16. Provide guidance services for students.
17. Maintain up-to-date file on students and program activities.
18. Keep current on technological changes.
19. Sponsor employer-employee appreciation activity.
20. Assist in placing graduates.
21. Evaluate the program.
22. Develop training agreements.
23. Develop training plans.

Out-of-School

1. Locate and select training stations.
2. Interpret the program to the community.
3. Promote the program within the school and community.
4. Contact parents.
5. Place students.
6. Visit students at training stations.
7. Confer with training sponsors.
8. Work with advisory groups.
9. Participate in civic, trade/craft, and professional organizations.
10. Conduct follow-up surveys.
11. Conduct community and other surveys to assist with program planning.
12. Attend scheduled area meetings, professional conferences, and inservice workshops.

COMMONWEALTH OF VIRGINIA
COOPERATIVE EDUCATION

ANNUAL WAGE AND HOUR REPORT

INSTRUCTIONS

Complete the annual wage and hour information for each student who participated in a cooperative education program in the current school year. NOTE: Any student who earned money through a cooperative education program should be reported. Even if the student did not work enough hours to receive credit for cooperative education, he/she should report money earned through the cooperative education program any time during the school year. Please indicate that the student withdrew/ dropped-out from the program.

1. Column 1- Enter the student's name.

2. Column 2 - Enter the full name of the employing agency. If a student has worked for more than one employer, use a separate line to report hours and wages for each employer.

3. Column 3 - Enter the CIP Code using the most current VERS Manual.

4. Column 4 - Enter the student's hourly rates. If the rate of pay changed during employment, show the current rate. (Gross earnings may not equal hourly wage times hours worked.)

5. Column 5 - Enter the student's total hours worked.

6. Column 6 - Enter the student's gross wages.

7. Complete the summary information at the top of the form. **NOTE: Do not count an employer (company or business) more than once.**

8. Return one copy of this form by June 5 to:

(Appropriate Vocational Program Service Area)
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23216-2120

Form PA.018
9/92
DATE DUE: JUNE 5

Return to: (Vocational Program Service Area)
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23216-2120

COMMONWEALTH OF VIRGINIA
COOPERATIVE EDUCATION

ANNUAL WAGE AND HOUR REPORT

Vocational Program Service Area (check one):

AG_____ BE _____ EFE/WECEP _____HECE ___ HOE___ ME ___ T&I ___

Coordinator's Name: _____

Reporting Period: 19 _____ - 19 _____

School: _____

School Division: _____

Course Title(s) _____

Total Wages: _____

Total Students: _____

Total Employers: _____

1 Student Name or ID	2 Employer (Training Station)	3 CIP Code	4 Current Hourly Wage	5 Hours Worked	6 Gross Earnings

(over)

Form PA.018 9/92

ANNUAL WAGE AND HOUR REPORT -- PAGE 2

1 Student Name or ID	2 Employer (Training Station)	3 CIP Code	4 Current Hourly Wage	5 Hours Worked	6 Gross Earnings

PLANNING THE EMPLOYER/EMPLOYEE APPRECIATION ACTIVITY

The annual employer/employee activity is one of the most important business and social events for cooperative education programs. The activity provides an opportunity for students and the school community to honor employers for their cooperation in hiring students and allows students to participate in a learning laboratory for applying skills and knowledge developed in class. It is one of the best public relations activities for the program and the school community.

The purposes of the employer-employee appreciation activity are to

- promote favorable relationships between employers and the school.
- afford an opportunity for students to make functional use of their planning skills in preparation for the program.
- place an emphasis on the total involvement of students.
- give recognition to the employers for their assistance to the students employed.
- demonstrate support of the employment community.

Determining the Kind of Appreciation Activity

The purpose of the appreciation activity is to honor employers and training sponsors. To determine the type of appreciation activity to be conducted, coordinators need to be thoroughly familiar with the school and business community. Coordinators should also obtain input regarding student and employer preferences, availability of transportation, suitability of combining with other cooperative programs in the school district, and attitude of school administrators toward multiple or single activities.

The following are a number of activities that may be considered. Local school guidelines, local facilities, and student/employer preferences will help to decide which one of these or any other activity to conduct.

1. Breakfast
2. Luncheon
3. Tea
4. Open House
5. Banquet (evening)
6. Dinner Theater
7. Cookout

Advantages and disadvantages for combined and separate appreciation activities should be considered. In larger systems, administrators may prefer attending one activity rather than several (one for each school and/or program). Individual activities may be more appropriate for smaller school systems or in areas where distance between schools is great. In some schools or divisions, two or more subject areas utilizing cooperative education may choose to share an appreciation activity. If a speaker is included in a combined activity, he/she should be prompted to include all programs in the remarks.

Often a special theme may be selected and carried out through publicity, decorations, and program design. If it is appropriate to have a speaker on the program, the theme may be the topic for the speech. Other program activities, which may be entertaining as well as informative, could include performances by students or former students in such activities as skits, success stories, panels, motivational films, or audio-visual presentations.

Evening banquets may include a speaker and entertainment. Time constraints should be considered if planning a speaker for a luncheon. Suggested speakers could include vocational student organization officers, local administrators, outstanding employers, community leaders or city officials, state staff, and persons from professional organizations. Current trends in a given program area, qualities for successful employment, professional employment reponsibilities, expectations of professional workers, and school and community cooperation are some examples which provide appropriate topics to suggest for speakers.

Assigning Responsibilities

Ultimately, the coordinator is responsible for the employer/employee appreciation activity; however, in large divisions where one activity is shared by many coordinators, responsibilities may be divided. When a coordinator has the full responsibility, other department members may be willing to provide advice and assistance. It is very important, too, that the students are fully involved in the planning, preparation, and presentation of the activity since their employers are being honored.

When setting the date of the appreciation activity, be sure to check school and community activities and holidays that might come into conflict with the activity. Be sure to place the date on the school calendar (sometimes this information is requested as much as a year in advance). If you decide on a luncheon, assign the following responsibilities at least three months in advance of the tentative date of the activity:

1. Facilities and Arrangements
2. Special Guest List
3. Invitations
4. Decorations
5. Printed Programs
6. Supplies (Place Cards, Name Tags, and Certificates)
7. Finances
8. Field Trip/Permission to Leave School Notices
9. Transportation.

Detailed responsibilities for each of the general responsibilities listed above follow:

1. Facilities and Arrangements. The person responsible for facilities and arrangements is charged with the following duties:

    a. Determine/confirm location several months in advance.
    b. Determine/confirm menu.
    c. Determine/confirm cost of luncheon. Cost of the luncheon should be adequate to cover the cost of decorations, name tags, and printing for invitations and program.
    d. Determine/confirm number of tables needed and seating arrangements.
    e. Determine/confirm placement of the head table.
    f. Determine/confirm if background music will be provided.
    g. Determine/confirm facilities and arrangements approximately one month prior to luncheon.

h. Determine/confirm reservations one week prior to luncheon.
i. Determine/confirm physical arrangements before luncheon, including number of tables, placement at head table, decorations, and availability of piano or taped music and microphone.
j. Collect funds.
k. Pay all outstanding bills.

2. Special Guest List. The person responsible for the special guest list is charged with the following duties:

   a. Identify all special guests, e.g.:
      - Chairperson of School Board
      - Chairperson of Vocational Education Advisory Committee
      - Superintendent
      - Assistant Superintendent, Division of Instruction
      - Director of Instruction
      - Director of Guidance
      - Director of Adult and Vocational Education
      - State Staff.
   b. Raise funds for luncheon costs for special guests. This activity may be accomplished through student fund raising, requested as reimbursement from the school or division, or requested from the special guest. Find out what the policy is in the local school division.
   c. Telephone all special guests as soon as the date for the luncheon is set (so that special guests can place date on calendar).
   d. Furnish attendee count to person in charge of facilities and arrangements.

3. Invitations. Each coordinator is responsible for inviting individual school administrators. Names of these persons should be given to the coordinator responsible for the special guest list. Each coordinator is also responsible for issuing invitations to each of the students' employers. Invitations should be mailed or hand-delivered three to four weeks prior to the luncheon. All students should assist in the process. The person responsible for invitation procurement and distribution is charged with the following duties:

   a. Prepare mock-up of invitation.
   b. Determine number of invitations needed.
   c. Obtain card stock and envelopes.
   d. Obtain printed invitations.
   e. Deliver/send printed invitations to all special guests and employers.

A sample invitation is shown on page 159.

4. Decorations. The person responsible for decorations is charged with the following duties:

   a. Obtain table count, table size, and color scheme from facilities and arrangements person.
   b. Contact florist or horticulture department. Order appropriate number of table/flower arrangements, including head table. Contract a price for all flowers.

c. Forward flower bill to person responsible for facilities and arrrangements for payment.
d. Pick up floral arrangements and deliver them to luncheon facility; place on tables.

5. Printed Programs. The person responsible for printed programs is charged with the following duties:

a. Obtain date, time, and location of luncheon.
b. Obtain names of coordinator(s) and the school(s) they represent.
c. Obtain the names and school(s) of student participants. Your program may require students to perform the following:
   - Presiding
   - Welcome (student or school division official)
   - Invocation (if desired)
   - Introduction of employers
   - Introduction of guest speakers, if any
   - Closing remarks
   - Alphabetized list of all employers (from coordinators)
   - Music (if any).
d. Type program.
e. Arrange for program to be printed.
f. Pick up programs from printer.

6. Supplies. These include Place Cards, Name Tags, and Certificates. Some coordinators prefer to let the name tag serve as the place card as well. If place cards are to be used, the person responsible for supplies must type place cards for persons seated at the head table. Coordinators may also decide to have place cards for all persons in attendance. For name tags, the person responsible for supplies is charged with the following duties:

a. Determine number of name tags needed.
b. Purchase name tags.
c. Distribute appropriate number of name tags to each coordinator.

Each coordinator is responsible for preparing name tags for students and their employers. Students should assist in preparing the name tags.

Each coordinator is also responsible for the following duties involved with certificate preparation:

a. Obtain the appropriate number of blank certificates.
b. Type the certificates.
c. Deliver certificates signed by coordinator and principal to supervisor/director/superintendent for signature.
d. Collect signed certificates (and appropriate number of frames, if framing is desired).
e. Frame all certificates.
f. Distribute certificates to students at the luncheon for presentation to respective employers.

A sample certificate is shown on page 161.

7. Finances. Each coordinator is responsible for collecting and forwarding luncheon costs to the person responsible for facilities and arrangements. Each student is responsible for his/her expenses as well as the expense for the employer. Students should be made aware of this responsibility when they are placed in cooperative education . Opportunity for fund raising or the setting of cooperative education dues for this expense should begin early in the school year.

8. Field Trip/Permission to Leave School Notices. Each coordinator is responsible for field trip/permission to leave school notices for all students attending the activity.

9. Transportation. Each coordinator is responsible for transportation of students to the luncheon location.

Conducting Rehearsal for Students

Whether the appreciation activity is held with other schools or singly, a rehearsal is needed. The program should be conducted by the students. Students learn by doing, and a rehearsal helps develop poise and self-confidence.

A sample script is provided on page 163 for students performing at the appreciation activity.

Conducting the Appreciation Activity

Where necessary, transportation may need to be arranged for students to attend the activity when it takes place outside the school building. Prior instruction should be given the students regarding dress, acting as hosts for guests, seating arrangements, and general conduct. It may also be necessary to discuss table etiquette if it is a meal function. Coordinators and/or students should be available at the entrance to greet guests as they arrive. Some guidelines for decorum are found on page 165.

SAMPLE
INVITATION

The Cooperative Education Students
of the _____ Public Schools
cordially invite you to attend
the Annual Employer/Employee Luncheon
Tuesday, the nineteenth of March
nineteen hundred and ninety-three
at twelve noon
The Lake Wright
6280 Northampton Boulevard
Norfolk, Virginia

_____ *PUBLIC SCHOOLS*

CERTIFICATE OF APPRECIATION

awarded to

_____

for recognition of active participation in the training of

_____

through cooperative education
with the _____ *Public Schools for the Year*

_____

_____ Superintendent

_____ Coordinator

_____ Local Supervisor

_____ Principal

SAMPLE CERTIFICATE

SAMPLE

SCRIPT FOR COOPERATIVE EDUCATION EMPLOYER/EMPLOYEE APPRECIATION LUNCHEON*

PRESIDING STUDENT:

Good afternoon. (Wait for attention by all.)

Our luncheon today is an expression of our appreciation to our employers for giving the cooperative education students of the (school system) a chance to have on-the-job training while attending school. We sincerely appreciate having this opportunity to increase our knowledge and improve our skills. This cooperative education instruction is a very important part of our training that we would not have without the fine cooperation of our employers.

We are happy to have all of you here. At this time, the official welcome will be given by (student) from (high school).

WELCOME (This script is offered if a student is presiding. Many divisions prefer a welcome from a school division official).

We are honored today by the presence of our employers. Once a year, it is our privilege to have each of you as our guest at this appreciation luncheon.

In today's competitive job market, employers are looking for people who display initiative, accept responsibility, maintain positive attitudes, and demonstrate their potential for professional growth.

Your help and guidance are an important part in training us for the jobs of tomorrow. We appreciate the opportunity you have given us to improve our skills and attitudes as we prepare for a career in the business world.

Today, you are our guests; we are your hosts. We trust that in our fellowship today, you may feast upon our hospitality while we extend to each of you a hearty welcome.

PRESIDING OFFICER

The invocation will be given by (student) from (high school).

INVOCATION (if desired)

*Script adapted from Norfolk City Public Schools.

PRESIDING STUDENT

(FOR BUFFET) Please allow the persons at the head table the opportunity to proceed through the serving line first. Then, if those of you at the tables nearest to me will follow, moving from there one row of tables at a time, I believe all will be able to be served more quickly. (If there is a large group, keep some guests seated to avoid having the guests stand in line a long time.)

(FOR SEATED MEAL): Please enjoy your meal.

(AFTER MOST HAVE FINISHED EATING) May I have your attention. Those of you who have not finished eating may continue. It is our pleasure to honor our employers at this time. In your program you will find a list of these employers. (Student) from (high school) and (student) from (high school) will read the names.

STUDENT #1

It is my pleasure to recognize these employers. Please stand when your name/firm is called. (Reads first half of list)

STUDENT #2

I have the honor of recognizing these employers. Please stand when your name/firm is called. (Reads second half of list)

Student employees, please stand and present your employers with their certificates of appreciation.

PRESIDING STUDENT

We would like to acknowledge the presence of our special guests. In attendance today are school administrators, guidance counselors, and vocational education department chairpersons who actively support our program. Would these persons please rise and be recognized. (Special guests rise.)

We would also like to recognize the persons who make this program so successful and who contribute greatly of their time and efforts. Would the coordinators please rise and be recognized. (Coordinators rise.)

(CLOSING REMARKS) It is a pleasure to have (superintendent and/or student) of the (school district) with us who will give us closing remarks.

(AFTER REMARKS) Thank you, (person's name).

We sincerely appreciate your presence here today. We look forward to seeing each of you again next year. Good afternoon.

SAMPLE

STUDENT GUIDELINES FOR LUNCHEON*
(Location)
(Date, Time)

1. Dress appropriately for the occasion. Strive to present a professional appearance.

2. We will leave from (room) at (time). BE THERE, ready to go. Your permission slip must be returned BEFORE you leave school. Turn it in early. If you are driving a car or need a ride, let your coordinator know.

3. When you arrive at the (location), get your employer's certificate and name tags from the table provided and reserve seats for your employer and yourself.

4. When your employer arrives, greet and escort him/her to the table. Introduce your employer and yourself to others at the table. If possible, introduce your employer to school/division personnel.

5. When the program begins, remain silent while others are speaking. Once the opening remarks are completed, you will be directed to the buffet (if buffet) in an orderly fashion. Let your employer go first, ahead of you. Be polite. Watch your table manners. Continue conversation; make it a pleasant meal.

6. As soon as most people finish their lunch, the program will begin. Give each speaker your attention. Applaud as each speaker is introduced and when he/she finishes speaking.

7. You will present a certificate. LISTEN for directions to stand with your employer. Stand, hand the certificate to your employer, and say, "Thank you." Sit down.

8. The program will be adjourned following the closing remarks.

9. At all times be on your best behavior. Be perfect hosts.

10. Have an enjoyable time.

---

*Guidelines adapted from Norfolk City Public Schools.

SAMPLE

CHECKLIST FOR COOPERATIVE EDUCATION EMPLOYER/EMPLOYEE APPRECIATION ACTIVITY

Responsibility	Date Completed	Students	Student Record of Finances		
			Total Amt. Due	Partial Pay. (Date/Amt.)	Total Pd. (Date/Amt.)
Type of Activity		1. 2.			
Date of Activity		3 4.			
Location & Time		5.			
Arrangements (Menu, Physical arrangements, Program)		6. 7. 8.			
Invitations ordered		9.			
Guest List Prepared (Students, Employers, Special Guests)		10. 11. 12.			
Invitations mailed		13.			
Table/Room Decorations Ordered		14. 15.			
Preparation of Program, Name Tags/Place Cards		16. 17. 18.			
Preparation of Certificates		19. 20.			
Student Permission to Leave Forms on File		21. 22. 23.			
Confirmation of Facilities/Arrangements/No. Attending (Including Self)		24. 25. 26. 27.			
Finances		28.			
Program Rehearsal		29.			
Student Rehearsal		30.			
Transportation		31. 32. 33. 34. 35.			

COOPERATIVE EDUCATION APPRECIATION ACTIVITY CHECKLIST
(Continued)

School Guests	Attending ( )	Not Attending ( )	Paid (Date/Amt.) (Optional)
Employers			(Not Applicable)
Special Guests			(Optional)

CONDUCTING THE STUDENT/EMPLOYER FOLLOW-UP

Coordinators are responsible for conducting a follow-up of graduates of a cooperative program and their employers. This follow-up provides pertinent job information specific to the vocational program in addition to the information requested on the state-required follow-up. Since the graduate information would also be required for the total program follow-up required by the state, the follow-ups are usually performed simultaneously as one project, with the coordinator either assisting or coordinating the task. Follow-up procedures vary among school divisions. The follow-up of graduates may be executed as a total division-wide program project, or an individual school/department project. If your division does not supply you with guidelines for a follow-up of graduates, you may find the following suggestions helpful.

Suggested Procedures for a Follow-Up of Cooperative Education Graduates

1. Conduct a follow-up of graduates no sooner than one year after the date of their graduation. This delay will allow enough time (one year) for graduates to secure jobs or establish themselves in school, thus providing for more valid and useful information.

2. Mail follow-up forms in the summer or fall (preferably the third week in November) in order to find the graduates at their home addresses for vacations or holidays.

3. Use a pre-addressed, stamped envelope provided by the school (if possible) to increase the rate of return.

4. Ask for a return within two to four weeks.

5. After the return deadline, make telephone calls to those who did not respond. If they still have the form, ask them to return it. If they have misplaced the form, obtain the information from them over the telephone. If your follow-up is for the entire department, ask all the teachers to assist you in the telephone survey. (If you mailed the follow-up during the third week in November, you should set your return deadline by the end of the second week of December and begin telephone calls during the third week of December.)

6. Be sure you and your co-workers carefully review the findings for program planning, program promotion, and program accountability purposes.

Employer Follow-Up

1. Follow up employers as soon as a cooperative position terminates or at the end of the school year.

2. Hand deliver and pick up the follow-up form, explaining the purpose of the survey in person; or mail the information with a cover letter and a stamped, pre-addressed envelope enclosed to increase your rate of return. Either way, you may have to remind the employer of the return date.

3. Use the findings from the employer survey to identify training stations for the coming year, to assist graduating seniors in seeking appropriate and realistic jobs, and to aid in program planning and promotion.

SAMPLE

COVER LETTER FOR STUDENT FOLLOW-UP

(Name)
(Street)
(City)

Dear (use first name):

We are conducting a survey of the 19 (year) graduates who were students in a vocational program. The enclosed form requires only a few minutes of your time and will help us to improve the cooperative method of instruction at (school). Your response will be held in strict confidence.

Please complete the form and return it in the pre-addressed, stamped envelope that is enclosed no later than (date).

Sincerely,

(Name), Coordinator
Cooperative Education

Enclosures

NOTE: This form will be replaced when the Core Standards and Measures of Performance follow-up form is made available to localities.

CONFIDENTIAL

Return to: _____
Coordinator: _____
School Address: _____
Phone: _____

SAMPLE

STUDENT FOLLOW-UP
COOPERATIVE EDUCATION

*Name _____ Telephone _____
Home Address _____
(Street) (City) (State) (Zip)

Current Educational Status (Check one):

Attend School--Full time___Part time___; Not attending school___

Current Employment Status (Check one):

Employed (full time)
___Program-related
___Military
___Other (please specify)

Employed (part time)
___Program-related
___Other (please specify)

Unemployed
Seeking employment--Full time___Part time___; Not seeking employment___

Place of employment (if you are self-employed, write "self"):

_____ _____
(Company Name) (Current Job Title)

Current Job Duties: _____
_____
_____

Did you secure your job as a result of participating in a vocational program using the cooperative education method of instruction?
Yes___ No___

Is this job related to your vocational training?

___Yes, directly or closely related
___No, remotely related or not related at all

Person helping you most to find your first full-time job after leaving the vocational program (check one):

___Counselor
___Teacher
___Cooperative education coordinator
___School job placement service
___Other employment service_____
___Friend or relative
___Self
___Not Applicable

_____

*If it is preferred that personal information be omitted from this form, the coordinator should develop a numbering system for identification.

(OVER)

STUDENT FOLLOW-UP FORM

Please rate your high school vocational program on each item listed.

1 = Poor 2 = Fair 3 = Good 4 = Excellent 5 = No chance to observe

(Circle the number that corresponds with your answer)

1 2 3 4	Opportunities to develop technical knowledge needed for work
1 2 3 4	Opportunities to develop mathematical skills needed for work
1 2 3 4	Opportunities to develop reading skills needed for work
1 2 3 4	Opportunities to develop communication skills needed for work
1 2 3 4	Opportunities to solve problems involving technical knowledge
1 2 3 4	Opportunities to solve problems involving work attitudes
1 2 3 4	Opportunities to solve problems involving human relations
1 2 3 4 5	The Vocational Education courses that used the cooperative education method of instruction
1 2 3 4 5	Full-time job placement services
1 2 3 4	Equipment and supplies for students
1 2 3 4	Condition of classrooms and laboratories
1 2 3 4	Overall value of the program to you in doing your job

COMMENTS/QUESTIONS

SAMPLE

COVER LETTER FOR EMPLOYER FOLLOW-UP

(Name)
(Street)
(City)

Dear (name):

We are conducting a survey of employers or supervisors of students who participated in (name of cooperative education program) at (school). The enclosed form takes only a few minutes to complete. We would like the immediate supervisor or someone who is familiar with the performance of (graduate's name) to complete the form and return it in the enclosed envelope by (date).

Please be assured that responses will be held in confidence.

Results of this survey will be used to improve the vocational programs that use the cooperative education method of instruction.

We appreciate your cooperation and support. It has been a pleasure being associated with you this year, and we look forward to the opportunity of working with you again next year.

Sincerely,

(Name)
Coordinator
Cooperative Education

Enclosures

NOTE: This form will be replaced when the Core Standards and Measures of Performance follow-up form is made available to localities.

SAMPLE

CONFIDENTIAL

TO BE COMPLETED AT THE END OF EACH SCHOOL YEAR TO FOLLOW-UP STUDENT-TRAINEES

EMPLOYER FOLLOW-UP

Please rate the vocational training received by the individual whom you supervised in relation to:

1 = Poor 2 = Fair 3 = Good 4 = Excellent 5 = No chance to observe

1 2 3 4 5	Math skills related to this job
1 2 3 4 5	Technical skills related to this job
1 2 3 4 5	Reading skills related to this job
1 2 3 4 5	Communication skills related to this job
1 2 3 4 5	Problem solving ability
1 2 3 4 5	Desirable work attitudes
1 2 3 4 5	Ability to organize
1 2 3 4 5	Ability to maintain desirable interrelationships with fellow workers
1 2 3 4 5	Ability to produce quality work
1 2 3 4 5	Overall ability to perform job tasks assigned
1 2 3 4 5	Ability to serve as a team member

Please rate the student's preparation in relation to other employees doing similar jobs but who did not participate in a vocational education program:

____Individual is better prepared
____Individual is less prepared
____Both about the same
____No basis for comparison

EMPLOYER FOLLOW-UP

Have you offered your student worker a full-time position after graduation?
____Yes____No
Comments:

If you had an opening in your place of employment for a full-time employee, would this student be considered? ____Yes____No
Comments:

Will you have a need for another student worker either in the summer or next fall?
____Yes____No
Comments:

ADDITIONAL COMMENTS/SUGGESTIONS:

RETURN TO:

(Typed Name)
Coordinator
Cooperative Education

_____
(School)

_____
(Address)

_____
(Phone)

CONDUCTING COOPERATIVE EDUCATION ADVISORY COMMITTEES*

A functioning advisory committee can aid in the promotion as well as facilitate the effective operation of a vocational education program using the cooperative method of instruction. The purposes of this appendix are to provide information about advisory committees and to present guidelines for organizing occupational committees.

Definitions

General Vocational Advisory Council. A group usually of seven to eleven persons from the business, industrial, and labor community selected by a school system to assist and advise vocational education planners and administrators in the operation of all vocational programs within the division.

Occupational Advisory Committee. A group usually of four to six members (this varies with the size of the division and the locality) knowledgeable in various occupational areas that relate to all programs in the cooperative method of education disciplines.

Program Committee. A group usually of four to six members knowledgeable in a specific occupational program area.

Guidelines

An Occupational Advisory Committee is organized to provide guidance and direction for the program. This group is only advisory in character; it has no administrative or policy-forming power.

* Taken from *A Guide for Local Advisory Councils for Vocational Education*, Virginia Department of Education, Division of Vocational Program Services, Richmond, VA, 1981.

The committee meets three to four times a year (or as determined by need) and

- Includes representatives of the business/industry community. School representatives, such as the cooperative education coordinator and vocational director, serve as ex-officio members. Recent graduates, students, and parents could also be considered for membership. The members are appointed to definite terms of office usually from one to three years.
- Is involved in determining community employment needs.
- Is involved in publicizing and promoting the programs.
- Is involved in developing employment opportunities.
- Is involved in evaluating the programs.
- Advises on program objectives and course content.

Specific Activities

1. Publicizes the program.
   a. Arranges for presentations by cooperative education teacher-coordinators before civic and business groups.
   b. Provides news releases to magazines or newsletters of business/industry firms.
   c. Visits with other business/industry personnel to discuss programs using the cooperative method.
   d. Evaluates the public relations policies and actions.
   e. Assists with special events such as Vocational Education Week and other similar activities.
2. Assists in developing and conducting local community surveys.
3. Identifies potential training stations for cooperative education students.
4. Assists in development of or changes in curriculum.
   a. Assists in the development of educational objectives.
   b. Assists in the review of course content.
   c. Assists in the review of standards of proficiency to be met by students.
   d. Assists in the selection of texts and reference materials.
   e. Evaluates sample training plans for students in programs using the cooperative method.

f. Loans films, displays materials, and provides other instructional aids.

5. Makes equipment recommendations.
6. Assists in program evaluation and follow-up procedures.
7. Identifies full-time placement opportunities for program graduates.
   a. Assists in identifying training needs for specialized areas in business/industry.
   b. Assists in identifying appropriate careers for the physically and mentally handicapped.
8. Serves as guest speakers and resource people.
9. Serves as judges for local, regional, state, and national vocational student organization competitive events.
10. Assists at new student orientation and parents' night programs.
11. Conducts mock interviews with students.
12. Designs and awards certificates of recognition to vocational student organization state winners.
13. Promotes contributions from business/industry organizations to provide trophies and plaques to vocational student organization regional competition winners.
14. Participates in cooperative education employer/employee recognition activities.

Procedures

The school system (or teacher-coordinator):

1. Sends letters of invitation to prospective members. (Names of prospective members may be recommended by cooperative education coordinators, principals, or other teachers.)
2. Lists duties, responsibilities, and terms of service in writing.
3. Develops a set of bylaws and adheres to them.
4. Sends minutes of meetings to appropriate administrators.
5. Sends agenda to each member and appropriate administrator prior to meetings.
6. Issues a certificate of appreciation (many school systems frame the certificates) to members who have completed their terms of membership.

Additional Tips for Effective Cooperative Education Committee Maintenance

Occupational advisory committees are invaluable resources. Members are eager to participate in and contribute to the occupational program if given the proper leadership and direction. Incorporating several or all of the suggestions listed below into the overall operation of an occupational advisory committee will aid a vocational educator in maintaining an effective, outstanding committee.

- Provide a handbook for each advisory committee member.
- Conduct meetings on an organized time schedule.
- Conduct at least one luncheon meeting during the year.
- Plan an annual dinner or breakfast with a distinguished speaker.
- Maintain a climate of informality at committee meetings and encourage a two-way exchange of information.
- Send each member a copy of the minutes as soon as possible after the meeting and maintain a complete set of the minutes at the school.
- Involve advisory committee members in planning ways to make vocational and technical programs available, attractive, and meaningful to all students.
- Ask advisory committee members to assist in developing practical experiences for students.
- Keep members informed about legislation that affects the vocational and technical program.
- Invite advisory committee members to serve as resource persons in classrooms.
- Invite members to participate in vocational student organization activities.
- Encourage the school administration to reward and recognize the committee's efforts.
- Provide special recognition for advisory committee members who have contributed outstanding service.
- Ask members for suggestions to improve the effectiveness of the advisory committee.

SAMPLE

CANDIDATE INFORMATION FORM*

Name: _____

Business address: _____

_____ Zip_____

Business telephone: _____

Occupation or title: _____

Major job duties: _____

Educational level: _____

Indicated degree of interest by candidate--

Circle one: (low) 1 2 3 4 5 (high)

Representatives of the following areas of interest to the advisory council:

Comments:

Interviewer: _____

Date: _____

---

* Taken from *A Guide for Local Advisory Councils for Vocational Education*, Virginia Department of Education, Division of Vocational Program Services, Richmond, VA, 1981.

SAMPLE

INVITATION TO ADVISORY COMMITTEE MEMBER*

Date

(Name)
(Address)

Dear (Name of Invitee):

You have been recommended to serve on the Cooperative Education Advisory Committee for (School Division). The purpose of the Education Advisory Committee is to provide a stronger link between the schools and the business/ industry community that employs our graduates.

In accepting this invitation you would be expected to meet appproximately three times annually with other business/industry representatives, teachers, and school administrators. Our first meeting is scheduled for November. The time and place of this meeting will be sent to you at a later date.

This advisory committee will play an important role in keeping our curriculum updated to the needs of the business/industry community. We would consider it an honor if you would accept this invitation. Please call (Name of Coordinator), Cooperative Education Coordinator, (Name of School) Public Schools. Telephone (Phone Number of Coordinator) by (Date), to indicate your willingness to serve.

Yours very truly,

(Signature)
(Typed name)
Superintendent (or other designated school official)

---

*Adapted from Portsmouth Public Schools

SAMPLE

COOPERATIVE EDUCATION ADVISORY COMMITTEE CHARTER*

I. Name

The committee will be called the Cooperative Education Advisory Committee of (Name of School) High School.

II. Purpose

The committee is formed to carry out the following:

A. Assist local cooperative education administrators and teachers in the successful operation and promotion of the cooperative education program.

B. Advise cooperative education administrators and teachers in the following areas:

1. Relevancy of instructional materials
2. Appropriateness and adequacy of laboratory equipment
3. Teacher qualifications
4. Placement and follow-up of graduates
5. Student organization, and
6. Employment needs in the business/industry occupations.

C. Facilitate cooperation and communication with the public, business/industry organizations, and other institutions of learning.

III. Policy and Policy Development

A. Policy is enacted officially by the local board. None of its authority is given to the Cooperative Education Advisory Committee.

B. Suggestions for policy and recommendations for improvement may come to the School Board from the Cooperative Education Advisory Committee through the General Vocational Advisory Council. The Cooperative Education Advisory Committee may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of Cooperative Education Advisory Committee

A. The committee may be dissolved by a majority vote of the local board. The board may reorganize the committee if it feels that the committee could function more profitably under a different organization.

B. Specific authorization by the local school board is necessary before the committee may promote the adoption of its proposed school policy and plans.

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* Taken from *A Guide for Local Advisory Council for Vocational Education*, Virginia Department of Education, Division of Vocational Program Services, Richmond, VA, 1981.

SAMPLE

COOPERATIVE EDUCATION ADVISORY COMMITTEE BYLAWS*

(Suggested Outline)

I. Name

II. Area Served

III. Membership

- A. Number of Members
- B. Term of Office
- C. Appointment of Members
- D. Ex-Officio Members

IV. Purpose and Responsibilities

- A. Purpose of Committee
- B. Responsibilities

V. Organization

- A. Officers
- B. Term of Officers
- C. Minutes

VI. Policies and Procedures

VII. Meetings

- A. Regular Meetings
- B. Special Meetings
- C. Quorum
- D. Agenda

VIII. Committees

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*Adapted from Danville Public Schools, Danville, Virginia

SAMPLE

AGENDA FOR A REGULAR COOPERATIVE EDUCATION ADVISORY COMMITTEE MEETING*

7:30 p. m.	Call to Order
	Roll Call
	Approval of minutes of previous meeting
	Reports of officers and committees
	Standing Committees
	Special Committees
	Unfinished business
	New business
	Announcement of next meeting date
9:30 p. m.	Adjournment

It is advised that a specific amount of time be set for these meetings and that the chairperson move the meeting along so that each item on the agenda is covered.

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* Taken from *A Guide for Local Advisory Councils for Vocational Education*, Virginia Department of Education, Division of Vocational Program Services, Richmond, VA, 1981.

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